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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII.

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No. 21

OSSIAN LANG, Editor.

The Principal as Head Teacher.

The school principal ought to be an expert teacher and administrator. He is to advise teachers and in a measure to direct their work. In many cases there devolves upon him the duty of the professional development of the teachers associated with him. In fact, it is almost the rule to speak of the faculty of a school as "the principal and his assistants." The plain intention is that the principal should be the head teacher, the professional leader, the chief authority in all that concerns the life of the school.

As director of a school, the principal is accountable for results to the parents of his community. As head teacher of a school in an educational system, he is also responsible to the superintendent in charge of that system. Leaving this latter phase of his relationship to a future discussion, I want to touch upon only two or three practical points that in the light of recent observations, appear to require immediate consideration.

In not a few towns the practice is to exact of women certain qualifications—more or less to the point—before assigning them, as teachers, to a school, and then to place at the head of the school a man with a fair degree of scholarship and enough "pull" to credit him with a sufficiently high percentage for "personal equation" to place him first on a list of candidates.

Let us come right down to individual actualities:

A young man in his last year at a fairly good college asked me what to do to enter upon teaching as a life work. He had taken the courses in psychology and pedagogy offered in the institution; and had done considerable outside reading. His theoretical equipment was fairly comprehensive. My suggestion was that after graduation he should teach at least two terms in a district school. It was strongly urged that he must consider his school work for the first two years not as a money-earning pursuit, but as a continuance of his preparation for efficient work. The plan as explained, with suggestions as to the visiting of successful schools, seemed to appeal to him. Less than a month after graduation he became acquainted with a young woman with whom he desired to enter into partnership for at least the mortal existence of either party to the contract. His partner-to-be helped him figure out how to shorten the road to the goal he had set himself. To their great joy there was no obstacle to his appointment as principal of a school in a city having more than a quarter million of inhabitants. He acted, and began his career with a salary of \$900, at the head of a school having eight experienced women teachers receiving from \$400 to \$600 each.

A young college graduate, having tried his hand at journalism and failed, read up sufficiently on pedagogy and related subjects to pass a set examination. In less than three months after his fancy had lightly turned towards teaching, he was installed as principal of a school of four teachers.

A graduate of a business college, who had become discouraged by the slowness of advancement in the salary schedule—his discouragement growing apace when a maiden appeared likely to choose a speedier road to matronhood than the one he seemed to have mapped out for her—determined to try his hand at teaching. Trained to beginning at the bottom of the ladder, he looked for at least another year of waiting—and she was satisfied,—but, much to the joy of both, the wisdom of an alderman discovered that he was eminently qualified to be principal of a ward school. They set up housekeeping with \$1,000 salary as a starter.

When people talk about the need of professional qualifications on the part of teachers, they seem to consider not infrequently that a school principal need not be an expert. As long as he is of the masculine persuasion, fairly intelligent, tactful, complaisant, and accurate in making out reports, and has such other virtues as the locality happens to prize, he may hold office and draw a higher salary than any one else in his school. This is a matter well worth discussing in public.

There are enough capable people to occupy the principalships, so that there is no longer any excuse for permitting men lacking in teaching experience to be appointed. Under no circumstances should any one be made a principal who has not passed an apprenticeship in actual teaching. Let this be rigidly insisted upon.

Once this very reasonable requirement has become universal, it will not only be better for the schools under the charge of principals, but also for the rural schools, which will be sought by ambitious young men desirous of earning experience.

The relation of the principal to his teachers is much the same as that of the resident physician in a hospital to the interne practitioners. His training and experience ought to be commensurately superior.

The reason so many of our schools give the impression of dilettanteism is that the principals are not always people of tried professional calibre. A competent principal will have a good school; that is, a school producing a maximum of results with the materials at hand.

Dr. Kayser, in his paper published in the present number, calls attention to "co-ordinating processes" which have largely contributed to the

undoubted efficiency of the secondary schools of Germany. This sort of "co-ordination" should be the chief pedagogical business of the principal. It is his business to shape the work so as to make it a unity. He should exercise close supervision both over the teachers and the amount of home study assigned to the pupils. Whatever is amiss in his school should be charged to him. On the other hand, he should also receive full credit for all the good that is accomplished. Supervisors and superintendents should not be permitted to rule over his head. He should be the responsible authority in his school, and respected as such by his superiors as well as his assistants.

Chicago, which never waits for other towns to wake up, has a Principals' Association; where subjects of direct interest to the heads of schools are discussed. Such organizations should be found in every school system. There are enough vital questions of especial concern to principals to keep serious searchers for the best things employed for many years.



Girls Are Not Boys.

Mr. Samuel B. Donelley, a member of the New York City Board of Education, points out a vital distinction between industrial courses for boys and those for girls that is worthy of being borne well in mind by those thruout the country who are establishing technical high schools. Mr. Donelley and the Cleveland authorities seem to agree that housework, kitchen economics, the care of children, and other home-management subjects are necessary studies for a girls' high school. He holds that every kind of high school course for girls should show that its organizers recognize that the girl is going to be a woman; not a man. The studies should be based upon the best womanly instincts and should perfect and strengthen the powers that spring from them. Public education is fatuous if it leads girls away from marriage and child-bearing. The girl set to studying typewriting and stenography should have her attention directed at the same time to housekeeping. Business life for a woman is episodic and secondary. Self-support ought not to be held up as an ideal for young women to the rejection of marital partnership. Mr. Donelley is right in insisting that even those girls preparing to become teachers should be given instruction in the studies that keep alive the suggestion of wifehood and motherhood.

Mr. Donelley's views were brought out in a recent address on the industrial situation delivered to the teachers and students of the classes in civics at the Washington Irving High School, New York.

After describing the growth of the factory system in his own lifetime, Mr. Donelley said:

The antipathy of trades unions to technical schools has been exaggerated. It is not general. The textile schools of Lowell and Philadelphia are not opposed by working men. The technical courses of the Washington Irving High School have won the approval of employers, mechanics, and citizens, because of the School's service in supplying

workers well advanced in the theory and practice of its special industries.

The purpose of a girl's industrial or technical instruction should be, first of all, the perfection of the woman herself. This is the German, the Belgian, and the French idea in those countries that have advanced girls' technical schools the farthest. Let the school assume first that its graduates will marry and have homes and families of their own. During the time between their graduation and their marriage let the young women be able to support themselves by stenography or typewriting or dressmaking or millinery or designing, or by managing the home for father or mother or brother; but keep enough of womanly work prominently before all the girls that their natural instincts shall be strengthened—that the school shall graduate women, not mere industrial units.

What we want is a good woman who can use the typewriter, if necessary; a good woman who can, if needed, take a place in the designing studio. There is, and should be, a marked distinction between the purposes of a boys' technical school and a girls'. To fill commercial or industrial positions should not be the only or even the main ambition of the girl graduate. Let her best natural instincts be encouraged. Let her look forward to being a good woman, with all that this implies.



Coming Meetings.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.

Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

Saving Time in Arithmetic.

Dr. William H. Maxwell has issued a very practical circular to the district superintendents of the City of New York, embodying suggestions for a more economic and effective use of time given to arithmetic in the schools.

At the conferences, last term, of the Associate and District Superintendents, the feeling was generally expressed that a great effort should be made to secure a better use of the time allotted to mathematics, especially in the higher grades of the elementary schools. It was the general opinion that time is often wasted in the following ways:

1. In taking too much time for the distribution of material.
2. In ruling paper and in preparing headings with too great elaboration.
3. In the dictation of problems.
4. In giving problems that are not in harmony with practical business transactions.
5. In the solution and explanation of problems already well understood, and particularly in having such problems worked on the blackboard, after they have been worked on paper.
6. In the use of numbers unnecessarily large.
7. In a failure to use "short cuts" after the longer processes are thoroughly understood.
8. In keeping a class idle while the teacher corrects papers or works with slow pupils.
9. In requiring all pupils to work together, thus preventing the brighter pupils from advancing more rapidly than their slower classmates.

In order to bring about more satisfactory results in mathematics, the following suggestions are offered:

1. Objective illustration in number work should be dispensed with as soon as the idea illustrated has been fully grasped.
2. In the primary grades, "home-made" charts with many drill exercises in the fundamental operations may be made of great value in training to accuracy and rapidity.
3. In grades from 6A to 8B, inclusive, fifteen minutes from the unassigned time may properly be devoted each day to rapid drill work in the fundamental operations, a time limit being set for each example.
4. Pupils should be drilled upon column addition until they can add rapidly and accurately. They should be required to add columns both upwards and downwards, to make sure of the correctness of one column before proceeding to the next.
5. There should be oral drill daily on exercises leading up to the written work of the day. At least one-fourth of the time assigned to mathematics should be devoted each day to oral work.
6. Dictation of problems should be limited to those in which writing on the part of pupils is confined chiefly to figures. Other problems should be worked directly from text-books or from mimeographed copies in the hands of the pupils, or from the blackboard.
7. In the study of problems, pupils should be led to consider (1) what is given, (2) what is required, that is, the name and relative size of the result, and (3) what arithmetical processes are necessary for the solution. Occasionally it may be best merely to indicate the solution or to diagram the work. It is usually better to teach well one method of

solving any given type of problem than to teach several methods imperfectly.

8. As a rule, problems given in oral work should be addressed to the whole class or to a division of the class, and answers should be written simultaneously, care being taken to allow no opportunities for pupils to copy one another's answers.

9. In written exercises as many pupils as possible should work at the blackboard.

10. In training to accuracy and rapidity, small numbers and easy combinations are better than long numbers and difficult combinations.

11. In all test-work the teacher should determine the prevailing errors, and after discovering general causes of failure, devise the appropriate remedies.

12. Those pupils who can advance more rapidly than the remainder of the class should be permitted to do so. This result may be attained by devoting a portion of the time to general class exercises for drill work and explanation, and by allowing each pupil, in the remaining time, to work as rapidly as he can from his text-book.



The Tenth Hunter Dinner.

The spirit of royal good-fellowship, which characterizes all gatherings of the Hunter boys reigned in double measure at the tenth annual dinner of the Thomas Hunter Association of Grammar School No. 35 of New York City, held at the Hotel Astor on November 24. Two hundred-and-forty-eight men—248—had gathered together to renew the bonds of comradeship which have in a peculiar degree bound together the former pupils of No. 35.

One of the most interesting features of the evening was the presentation to Dr. Hunter of a copy of the resolutions adopted by the Board of Trustees of the Normal College of the City of New York at their meeting on September 27, on the occasion of his resignation from the presidency of the College. The resolutions originally drafted by the Hon. Randolph Guggenheimer had been put into the form of a medieval manuscript beautifully illuminated in gold and colors by Messrs. Ames and Rollinson; the speech of presentation was made by Alrick H. Man, ex-Chairman of the Executive Committee of the Normal College. Miniature copies of the "Tribute" illuminated on vellum were distributed as souvenirs.

A letter written by President Burchard, offering the sympathy of the Association to the wife of their late fellow member, Principal Andrew J. Whiteside, of Public School No. 69, was read by Mr. Smith, the president elect. The letter bound as a book and illuminated was signed by Dr. Hunter and all the "35 boys" present.

A strange feeling of almost painful familiarity must have taken possession of many an old "grad," at a dramatic representation of "Friday afternoon" in the days before Dr. Hunter had broken the rod and abolished corporal punishment. Prin. Henry E. Jenkins of Public School No. 171, ex-Judge Holme, and others as well known, formed the *dramatis personae* of the "procession to Room No. 2" and the scene of the final breaking of the "rod."

Some of the speakers of the evening were Mr. Alfred Mosely, who expressed regret that his English teachers were not present to witness this splendid fruitage of the work of a great schoolmaster in the public schools of New York; the Rev. Thomas R. Slicer, and Dr. Fagnani, of Union Theological Seminary, a former pupil and teacher of "35," who by quoting from papers published in the city in the early part of the last century, showed most interest-

ingly the widespread opposition, then prevailing, to the idea of free popular education.

Many were the songs sung, the toasts given, but the "Great Spelling Match for a prize" which had been featured in the announcements of the evening was postponed on account of the lateness of the hour,

to a reunion which will be held in the Old School next spring, when Miss Heybeck, now Mrs. Hall, will be at the piano as of yore.

The "old boys" seemed to feel that for one night at least they were indeed boys and that Dr. Hunter was now as then their leader, their "principal."

The Cause of Education as a Business Man Sees It. I.

By G. W. HOLDEN, President of the Holden Patent Book Cover Co.

This cause may be likened to a gold mine with rich surface indications. All say "it's a good thing," but its real value is more deeply impressed upon those under the surface who come daily in contact with the rich veins. The business man whose vocation sends him down among the miners catches the enthusiasm of the ones at work with their compressed air drills, picks, and shovels.

Everybody acknowledges that education is of value, the degree of value is in proportion to the amount of thought and study devoted to considering its influence on civilization.

When one picks up a magazine and reads an article deduced from the census of 1900, that the chances of life to become of prominence in a community, reduced to simple figures, are; uneducated, one in 150,000; with common school education, one in 40,000; with a high school education, one in 1,700; the business man is not surprised that the number of high schools increased from 2526 in 1890 to 6296 in 1902. Rushing thru small towns of 3,000 population and upward in Wisconsin, Minnesota, Nebraska, Montana, and other western States, and seeing thru the car windows the finest building in each place, the business man feels a sensation of delightful surprise and thankfulness to have his inquiry answered almost invariably: "That's their high school."

It is not to be wondered at that the average school life of the child has grown from 420 days in 1850 to 612 days in 1902—(800 days now as stated by Dr. Chancellor of Washington.)

When one reads that not one in fifty attend school in Russia and more than one in eight in Japan, the business man is forced to admit its potency in warfare.

In a lecture by the late Dr. Hill, Secretary Massachusetts State Board of Education, he substantially made the statement that, while Massachusetts pays out almost double what is disbursed for educational purposes by an equal number of the United States the average earning power of her people is 275 million dollars per annum more than of an equal number of the same average. This excess in earning power being *twenty-three times* more than the entire State pays out for education per annum, the business man then is forced to say to himself: "What a great money maker this Cause is!"

It puts to shame the narrow-minded school director who places himself in opposition to the expenditure of sums necessary for a proper handling of the young minds in his community. Now is the one chance for the eighteen million children. The need cannot be put off another generation, nor even for five years with most of them. In one generation these eighteen million children of to-day will be deciding the destinies of our Republic.

To those of us to whom the memory of the Civil War is as yesterday, knowing the patriotic self-sacrifice of those who early rushed to enlist, the gradual decline of patriotic motives as the war

lengthened out, and the rise of self-interest, culminating in the "bounty jumpers," the business man wonders why those in our national assemblies are so lavish in their distribution of pension money asked for, *not* by the early recruits so much as by the later element. The soldier may have saved the country, but it is the conscientious teacher who is to-day *making it worth saving*. No one begrudges the maimed, the impoverished, and the feeble all national aid possible to smooth the paths of their last days, but let not the claim of the teacher go entirely unheeded. It is now a profession, the same as law or medicine, but without the emoluments. How will we, as business men, try to repay the debt we owe the teacher as well as the soldier?

It was in 1839 Horace Mann started the movement to make teaching one of the learned professions by establishing the first Normal School, with less than twenty students, and it seemed a singular coincidence in recently reading up English history to find it was in the *same year* England began a similar effort.

The poisonous fangs of graft and corruption fasten themselves upon so many worthy causes. There is no better way to lessen this influence than by giving encouragement and substantial support to all plans for the better moral development of the children in our public schools. That accounts for the widespread interest among business men all over our country in the "Brownlee System of Child Training," and any others of like nature, wherein honor, truthfulness, kindness, etc., are daily exalted and opposite qualities receive proper condemnation. These daily lessons to children while their minds are inceptive, fill us all with a hope for a more purified business and social atmosphere in future years.

Happening to be in the hall of a large school on the East Side in New York as the 2,500 pupils of various nationalities were being dismissed, I remarked to the principal, a kind motherly-looking woman, "It must be a great tax on your patience to oversee so many." She replied, "Oh, no, they all are so anxious to learn, I love every one of them." The business man went away with renewed faith that the world is growing better and hopefulness for the future of our Republic.

In the evolution which is and has been going on for generations, the best teachers of to-day are those who fifty years ago would have unhesitatingly packed their grips for heathen shores. Now that they realize how much they can aid in advancing the nobler aims of civilization, the larger fields fill all their aspirations, for living a useful life.

It is not surprising, then, that the business man, knowing all the above facts and realizing the great importance of the cause of education in the life of the home, the community, and the nation, heaves a little sigh that he is unable from lack of means to carry out many ideas for helping along the good work.

Some Principles of the Art of Writing.

By DANIEL W. HOFF; Instructor in Penmanship in the Public Schools of Lawrence, Mass.

(In the Lawrence Telegram.)

Some facts, conditions, and relations; an articulate knowledge of which, on the part both of the teacher and of the taught, is prerequisite to the proper presentation by the former, and the systematic development by the latter, of a rapid, legible, and saleable style of penmanship, with the minimum expenditure of time and effort.

The Chief Object.

To establish correct habits of both thought and action on the part of the student or pupil; to teach him to regulate the forces which operate and influence the action of those muscles which constitute the writing machine; also how to apprehend and remove such mental and material impediments as prevent freedom, ease, and precision in their action, are the chief points to be gained and embody the grand secret of all successful instruction in penmanship.

This can be best accomplished by means of a systematic course of instruction and experimental drills that shall make clear to the mind of the student the following points: Offices of the various sets of writing muscles, what impedes and what facilitates rapid, accurate execution, the effects of various sitting postures, or degrees of muscular tension, upon muscular elasticity or fluency of action, the relation of thought and will power to motion, and of motion to the visible results, which mental conditions impede, and which facilitate execution, which quiet and which agitate the nerves; what moods induce sluggish, feeble, and uncertain action, and which stim-

ulate strong, rapid, and precise movements; the effects of slow, halting, and of rapid, sweeping movements upon quality of line; how results are effected by the presence or absence of forethought, preplanning, and fearless freedom, etc., etc.

To Know How is One Half.

It frequently happens that much valuable time is literally thrown away at the outset of a student's career simply because the instructor has neglected to make plain to him just what are the offices or functions of the various sets of writing muscles together with the conditions under which their action can best be brought under control. That practice perfects is only conditionally true. The author of that much used phrase "Practice makes perfect" should have written it with five words instead of three, thus: Only intelligent practice insures perfection.

Before we can intelligently point out the functions of the various sets of muscles employed in the act of writing, there must necessarily be, between the writer and his readers, a perfect understanding as to the exact character of the movements under consideration. I confine myself chiefly to the discussion of that movement so universally taught in business colleges, and in the grammar grades of those public schools where supervisors of penmanship are employed. I refer to what is too commonly known as "Muscular" movement which, in practice, is really a combination of the Finger and the Rest-arm movements. Altho in teaching, after the first few lessons spent in its analytical study, we generally simply refer to it as the arm movement.

The better the pupil is informed as to these functions of the various sets of muscles, the more intelligent, hence the more fruitful, will be his efforts. The supervisor who fails to recognize the fundamental importance of this fact and to bring his teachers to a full realization of the same, will find the teaching of movement to be decidedly up hill work.

This statement applies with equal force to the regular teacher in the public school, or to the penmanship instructor in the business college who neglects at the very outset to place within the comprehension of the pupil the facts as to the parts played by each set of muscles when employed in the act of writing, together with what mental, muscular, or material conditions affect that action, and how. The writer has found no device which so quickly brings within the understanding of the beginner, these facts and conditions, as do the experimental drills, in the course of which each student writes the same exercise under different conditions as to body, arm, or hand postures, mental conditions, muscular tensions, pressures at arm rest, rates of speed, etc.,

*A "muscular movement" is a movement, or action of any set of muscles, whether they belong to human, brute, bird, insect, or reptile. It is purely a general term, hence can not properly be employed to designate a specific action, such as a head movement, a wing movement, a hand movement, a foot movement, a finger movement, or an arm movement. If when writing you move the arm, that may properly be termed an arm movement, whether the arm is suspended above the desk or the forearm rests thereon. If, however, you wish the name to convey to the student's mind an intelligent conception as to the exact nature and character of that motion, it will be found to be absolutely necessary to prefix the qualifying term rest, or suspend, thus: Rest-arm movement or suspended-arm movement.



Claire Heliot and Her Favorite Pupil.
From "Behind the Scenes with Wild Animals," published by
Moffat, Yard & Co., New York.

etc. During these experiments the pupil carefully notes how differently each condition affects the character of his work.

Movement Defined.

When used in connection with penmanship the term movement means controlled motion. According to this interpretation one may employ an abundance of motion yet possess very little available movement. Motion may even embody both the elements of freedom, ease, and speed, yet not until that motion acts in obedience to the dictates of the will, may it properly be termed good movement.

Four distinct movements are employed in the execution of juvenile, amateur, and professional writing, viz.: Finger movement, rest-arm movement, combined movement, and suspended-arm movement. The first named is almost universally used by young children in all written work. The second and third are used by older pupils, business college students, and professional penman in ordinary "business" (like) penmanship. The last used is by some for large capitals in certain classes of ornate writing, and in the blackboard.

The finger movement consists of a pure flexing action of the thumb, the index and the middle fingers while forming letters.

The rest-arm movement consists of forward and backward and rotary vibrations of the entire arm, in running combination with lateral fore-arm sweeps. Unless these movements attain a speed that constitutes a vibration rather than a series of separate motions they can not be said to constitute a useful writing movement.

The combined movement is that which unites or blends the two simple movements, the finger and the rest-arm. The proportion of each that enters into the mixture necessarily varies with the individual, but will probably average for short letters, four-fifths arm vibration and one-fifth finger action, for extended letters one-third arm vibration and two-thirds finger reach, while for capitals the proportion would vary according to the nature of the letter, the arm motion, however, predominating.

When writing with the pen the only difference between the suspended-arm and the rest-arm movements is that in the case of the former the fore-arm is suspended above the table, the shoulder instead of the arm rest serving as the center of motion.

Offices of the Various Sets of Writing Muscle.

Four distinct sets of muscles are employed when writing with a pure rest-arm movement; they are those of the shoulder, upper-arm, fore-arm and fingers. Those of the shoulder and upper-arm supply both the propelling force and the shaping action, absolutely no action of the fingers being permitted. In this case, the office of the thumb and first two fingers is simply to keep the pen in proper position, while that of the third and fourth is to act as a sliding gauge, or steadying rest for the hand, to regulate the pressure at the point of the pen. When employing rest-arm movement, the muscles of the fore-arm are semi-passive. They simply rest upon the desk to steady the action of the arm, forming a flexible pivot or fulcrum upon which the arm vibrates. They take absolutely no direct part in the shaping of letters except as their tension restrains or liberates the vibratory* action of the arm, or as they are forced to move by the muscles of the upper arm and shoulder. They serve as a sort of regulator, or equalizing force, the degree of their tension and pliability determining, largely, the amount of force necessary to execution.

The pure rest-arm movement is rarely used except when drilling upon the technique, such as the spiral and straight line repetition exercises. Altho a few

still claim to use and teach a pure arm movement for the formation of letters, what they really do use is a combined action of the arm and fingers as every intelligent thinking instructor knows. It is required by most teachers of penmanship, as a means of securing the combined movement. If a pupil does stiffen his fingers and use a pure rest-arm action the teacher steps to his elbow and very quietly instructs him to let the fingers be loose enough to help a little in the long reaches.

In the combined movement the muscles of the shoulder, upper-arm, lower-arm, and fingers perform the same functions as in the rest-arm. Those of the fore-arm and fingers, however, have the added duty of flexing the fingers when their articulative action is applied to the shaping of the turn joinings, reaching for the extended letters, etc. In this last named ingredient the specific office of the thumb is to keep the holder in position, that of the forefinger to pull the holder backward, and to give nicety of finish and shape to the backward motions, and that of the second to push the pen forward and to assist in the shaping of the connective strokes—up strokes.

The importance of this function of the second finger will be realized if you place the end of it on top of the holder instead of underneath or back of it, thus compelling the clumsiest member of the five, the thumb, to shape the forward motions; to note the difference in their shaping powers just lay down the pen, and try to write, first with thumb, then with the second finger, as if they were pencils, using only pure thumb, and pure second finger movement.

* It is a very popular delusion that the vibratory action of the right arm as employed in both the rest-arm and combined movements, causes a flexing or stretching of the muscles of the forearm at the point of contact with the desk or table. As a matter of fact, however, it is the cuticle or skin covering which envelops this muscular cushion that is stretched, and not the muscles themselves.



The Ideal High School.

The high school that will do the work of a secondary school and will not connive at overloading or underestimating the lower grades.

It is hoped that somebody may live to read its emancipation proclamation and see it freed from dictation from above, as to its course of study.

It will devote itself to introducing its student body to the sources of information and culture, and will inspire the elect to continue their work in the college. Above all, it will help those who cannot enter more advanced schools to do well the work to which they may set their hands and develop a determination to continue, by themselves, their scholastic training.

—W. W. STETSON,

Superintendent of Public Instruction for the State of Maine.

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Remarks on Secondary Schools.—Secondary Schools in Germany.

By C. F. KAYSER, New York City Normal College.

[Paper read before the Section of Mathematics of the Association of Colleges and Secondary Schools of the Middle States and Maryland.—Slightly abridged]

In presenting to you my observations concerning secondary education in Germany, I do not desire to be understood as looking upon peculiarities of German methods, or their difference from our own as being necessarily superior to our own, or that I should recommend and advocate their complete adoption in our American schools. It is always profitable to study the development of other peoples and to inquire into the methods and means by which they attain desired results, but it does by no means follow that what is advantageous and useful to others, must necessarily have the same effect with us. The strength of a nation is not increased by simply engrafting upon its stem and branches shoots of foreign manners and methods of work. Growth and strength are derived only from the development and cultivation of the germs that lie within.

Incidentally, let us remember that the Germans are far from believing that they have discovered and possess the only true and patent way for curing all the ills, shortcomings, and the ignorance of mankind. In no country, I believe, is there more unrest, or has there, up to within few years, been more differences of opinion as to the best type of secondary school, as to the importance and proper valuation of individual studies and particular courses, or even as to the aims and best methods of attaining them. I need only refer to the feud that continued for almost a half century between the Humanistic Gymnasium and the Realgymnasium, and more recently also, the Oberrealschule, and which was settled only four years ago by granting, with very slight restrictions, to each kind of these schools the privilege of preparation for the university, *i. e.*, for all professional and higher State positions. By this solution time-honored classicism received a most serious blow and set-back in Germany. Then again, for more than twenty-five years there has been raging a very acrid debate in the camp of modern language teachers, not only as to the true import and aim of modern languages in the school curriculum, but especially as to the best teaching method. The same is true with regard to the study of science. The advocates of the laboratory methods have gained considerable concessions from those who favor purely descriptive and demonstrative methods. Then there is the division regarding the desirability of the so-called unit-school. Many of the foremost thinkers and pedagogic leaders are arguing for a gymnasium constructed somewhat along the lines of our American schools. In fact, experiments in this direction are being conducted by a number of cities in the so-called Reformgymnasien. In these schools the first three or four years form a common understructure for the subsequent ramifications or special schools. A pupil entering one of these Gymnasien need no longer decide upon his life's work when he is nine years old, but may postpone this decision almost as late as his American cousin.

Then again, to be entirely accurate, we must not omit to mention that Germany has in reality no single type of secondary schools; it has as many kinds of such schools as it has states, each state being autonomous in school matters and having its own school system. We cannot really speak of the German Gymnasium, with its aims and methods, as a fixed type. Yet the differences between them are not fundamental, and there is a sufficient degree

of similitude and uniformity to permit us to speak of any of these varieties of schools in the singular. That this similarity is recognized in Germany is most forcefully illustrated by the fact that a certificate of maturity, no matter where earned, is honored by every university of the Empire and, for all I know, in the whole world. There is a general trust in the efficiency of the work wherever it is done.

If it is true, as Professor Munsterberg and many American educators aver, that the German youth at the age of eighteen, when, under quite normal conditions, he is graduated from the Gymnasium, is at least two years ahead of his American cousin in points of knowledge and mental development, there must, of course, exist some adequate cause for this discrepancy. There are many who, tho admitting the deficiency in positiveness and extent of knowledge, will not admit that the sum total of the equipment of our boy shows any deficit when compared with the European, especially the German boy. The cause for this contended discrepancy does not, in my judgment, lie in the physical conditions surrounding the American boy; on the contrary, these seem to me to be, on the whole, rather more favorable. Nor do I believe that the average American boy is mentally less alert and capable than the average German boy. German visitors and observers are rather more often impressed by his vivacity and intellectual alertness, than by any sign of sluggishness. What, then, or who is responsible for conditions as they are with us? Is it we, the school teachers, and our methods? In order to handle the question intelligently and to arrive at positive and incontrovertible conclusions, it would be necessary to make an exhaustive investigation of the whole situation. I must content myself with directing your attention to two or three of the most glaring differences, leaving out the imponderables which may after all be of more importance than the differences that lie on the surface, and then to let you draw your own inferences.

One great difference may be found in the structure of the German school system. The latter is not continuous; it is not a pyramid with eight years of elementary teaching as its base, four years of secondary work in the middle, and four years of college or university training leading up to the apex.* At the end of the third year, and with these three years as base, a new pyramid is being started with pupils leaving the elementary school, and in nine more years it is reared up to a frustum of such height as to allow any professional university course to bring it up to its apex or to complete it. What are generally called secondary or academic subjects are then begun in Germany with the ninth year and continued for nine years, and the university work is altogether of a professional nature. Of course, many pupils leave the gymnasium when they reach the compulsory age limit of fourteen years, or at the time when they would have completed the elementary school had they remained there. As to whether these pupils are as well prepared for their life's work as those who completed the common Volksschule, is a much debated point, and those who deny the assertion appear to be in the majority. I mention this as the first difference, not only to point out the lack of continuity in the German school

*The elementary school in Germany is a shorter pyramid all by itself, comprising a course of eight years.

system and the many perplexities ensuing therefrom for children who must decide between the ages of nine and fourteen whether or not to pursue higher work, but especially because much of what I may have to say in the course of my remarks will be properly adjudged only when we keep in mind that secondary instruction in Germany really extends over nine years.

The next, and perhaps chiefest difference in the schools of the two countries, is characterized by the name given to the daily school period. In Germany the period is called "Unterrichtsstunde," "instruction period." In England and America "recitation period." Strictly interpreted, this would mean that in Germany all the work of the school is understood to be instruction or teaching, while with us the emphasis is placed upon hearing the lesson. Historically considered, the two words, "recitation" and "lesson hearing" undoubtedly describe the original function of the American teacher and point back to the monitorial or pupil teacher system, or to the time when our schools were practically *singuli* institutions, i. e., when a school, with one teacher, had almost as many classes as it had pupils, and when a teacher really could do nothing but hear the lesson of the one, while the others prepared theirs. But that time is past.

There can be no doubt that the German teacher does much more teaching than we do and perhaps can do. This is especially true in the lower grades, where a large part of the time is given to assisting and directing the pupil in the preparation of his lesson for the coming day. No teacher would, for instance, think of setting as a task the first chapter of Caesar to a class just beginning Caesar—and, not to forget, this would be in the fourth year of Latin study, with nine hours a week for the three years preceding—without having first cleared up the chief difficulties both of vocabulary and construction, and perhaps even giving the content. The same is true of mathematics and other studies. The teacher will always pick out the pitfalls and exceptional difficulties, and remove the stumbling blocks which might discourage and unnerve the pupil in his onward journey. The teacher is therefore a much more potent factor than the book. In the study of history, for instance, oral presentation is the rule to the very highest class, and the book which is usually nothing but a meager summary of facts, serves the pupil only as a reminder and guide in his home preparation. The spoken and living word of the teacher is the core and center of all teaching. The same is true in the study of literature. The teacher, from the fulness of his own knowledge, presents the facts to suit his purposes and his pupils, and then refers to the paragraphs in the book for review work.

On the whole, therefore, text-books play a less important part in German schools than they do with us; they are rarely studied from cover to cover. There being no uniform entrance examinations, as we have them, every university accepting the graduation certificate of a gymnasium, the individual teachers or schools have the widest latitude, both in the choice and the order of topics, provided they cover in a general way the pensum prescribed by the State. I am sure that of the ten gymnasia in the city of Berlin, no two read, except by mere chance, the same books or chapters of Caesar, or the same letter of Cicero, or the same Greek tragedies. Two programs of gymnasia are lying before me at the time of my writing, both belonging to two entirely different countries.

German text-books, tho to-day, in many directions, books of art, are rarely voluminous and usually only present in notes and commentaries what the teacher cannot as well supply himself or cannot elicit by proper questioning from the

learner. The objections raised against this practice and method of teaching by many American schoolmen I know, is that such a method is apt to coddle, to foster dependence, and to emasculate the study; that it does not develop self-reliance, and that it is pedagogically objectionable practice to help a pupil to do things which he ought to do for himself, and that power is gained only by ferreting out things alone. The caterpillar must break the chrysalis by his own efforts, if he wants to live as a butterfly.

These strictures have their force and point to a real danger. Such a method, if carried too far, certainly does not make for strength and power. But it is needless to say that it is not expected that the teacher will do all the work for the pupil; what is theoretically aimed at, but perhaps in practice not always done, is to direct and guide the pupil, to make his work attainable and pleasurable, and last, but not least, to lighten his burden of home work. It also makes it possible for the German teacher to insist upon certain definite home preparation, and he gets it. What else this system accomplishes may be inferred from the following facts. The Gymnasium, from whose program I quote, numbered in July, 1905, at the end of the school year 1904-5, 240 pupils, of whom in the nine grades only twelve failed of promotion, viz.: 3 of 39 in I., 1 of 36 in II., 1 of 28 in III., 4 of 37 in IV., 1 of 26 in V., 1 of 24 in VI., none in VII. and VIII., and 1 of 16 in IX.

Another peculiarity, closely akin to the method described above, is the apparent slowness of procedure and the consequent thoroughness with which the work can be done. Let me illustrate by again referring to the program of the Gymnasium already mentioned. These programs, by the way, are not issued at the beginning of the year, outlining the work which is to be done in the course of the year, but they are issued at the end of the year, and show what has actually been done.

Latin.

I shall in the first place choose Latin as the subject most widely studied in the secondary schools of this country and as the one which, on account of its pretty uniform treatment, furnishes a good basis for comparison.

The pensum of the *first year*, with nine hours per week, is as follows: Regular forms only, reading of very simple stories, fables, etc., much translation of illustrative sentences from German into Latin; one weekly test in writing.

Second year, nine hours, all forms with essential rules of syntax; reading and prose composition and test as in first year.

Third year, eight hours, syntax of cases and agreement, five arranged biographies of Nepos; selections from the fables of Phaedrus; one test.

Fourth year, eight hours, review and additional rules of use of cases. Caesar, Book I., Book IV., chapters 1-19. Book VI., chapters 9-29; one written test.

Fifth year, eight hours, syntax completed, prosody, and grammar review; one test; Caesar, Book II., Book IV., chapter 20 to end, Books V. and VII.; selections from Ovid.

Sixth year, eight hours, Livy Book XXI., Cicero, Lex Manilia, Vergil, Aeneid, Book I. and beginning of Book II.; review of grammar; one test.

Seventh year, Livy, Books XXII.* and XXIII.; parts of Books XXIV. and XXX.; Sallust, Catiline; Cicero first three orations against Catiline; Vergil, completion of Book II., Books IV. and VI. in parts; one test.

Eighth and ninth years, six hours, Cicero's letters of the years 49 to 43. Tacitus, Germania, first half; selections of Annals, Books I. and VI. Hor-

ace's Epodes and Satires; selections of Carmina, I. and II.

History.

To illustrate by another subject, let us choose history.

In the first three years of the course history is not taught as a separate study. It is joined with the study of the vernacular and consists in oral presentations of ancient and German folklore and mythology.

In the *fourth year*, two hours, Greek and Roman history in mere outline, largely biographical.

Fifth year, two hours, salient points of German history to the year 1648.

Sixth year, two hours, German and modern history to 1900.

Seventh year, three hours, Greek and Roman history in full, constitutional.

Eighth and ninth years, three hours, German modern history.

Mathematics.

Let me also present to you the course in the mathematics of the same gymnasium:

First year, four hours, indeterminate and denominate numbers.

Second year, four hours, common fractions, decimals, simple rule of three.

Third year, three hours, continuation of second year.

Fourth year, three hours: Algebra, addition, subtraction, multiplication, and division; geometry, plane figures with congruence, triangles, and properties of circle.

Fifth year, four hours: Algebra, involution and evolution, proportion, and equations of first degrees with one unknown quantity. Geometry: Equality and similarity.

Sixth year, four hours: radicals, equation of first degree with several unknown quantities, equation of second degree with one unknown quantity. Geometry: The circle, harmonious division, centers of similitude; radical axis, poles and polars.

Seventh year, four hours; Logarithms, arithmetic, and geometric series; compound interest, plane figures.

Eighth and ninth years, four hours, theory of complex numbers; binomial theorem. Combination permutations, etc.

Besides, students of the three highest classes have the option of taking two hours a week a course in descriptive geometry. In the seventh year it comprises construction of triangles and quadrangles, of the circle with its tangential problems of regular polygons, of ellipses, ovals, spirals; vertical and horizontal projections of prisms, projections on lines and planes. In the eighth and ninth years: Introduction into the theory of shadows and perspective. Conic sections and analytical geometry, which in my days also formed a part of the course, are now taught in the Realgymnasium only.

Festina Lente.

Considering the number of years and the weekly time given to these subjects, I have at times thought that the Germans were doing very little. At any rate, it is clear that they do not rush matters and are in no great hurry. There is no hothouse process, and yet by the time the boy is eighteen years old, he seems to have covered not only the elementary or the grammar school tasks, but also enough of the academic subjects to entitle him to take up his higher special work or his Fachstudium at the university; and what is more, he has time to cover it pretty thoroughly, and he is therefore in actual possession of much accurate knowledge which can't help but give him a great advantage in whatever he thereafter undertakes.

Comparisons.

It is a great temptation to compare these long and slowly proceeding courses with our own and to show how much more in proportion we undertake to do in the four years of our secondary instruction. However, this is not necessary, as we all know our own curricula. Of course, we can do much more than can be done in the first four years of the Gymnasium, as our pupils are older and maturer when they undertake the work, but our German friends charge us with attempting to do too much and claim that under the hurry the quality of our work is made to suffer. Whether this opinion is correct is not my object to prove. But permit me to quote a few words from one of our visitors, Prof. Aug. Hoefler, of Frankfort, who two years ago spent four full months in daily visits to our schools, from the university down to the elementary schools, in all parts of the country except the South, and who certainly has many things to say in our favor and is always full of kindness and sympathy even where he feels he must criticize us. In speaking of our haste, he says:

Here we touch upon one of the greatest weaknesses of the American school system, viz: superficiality. The educational torrent which rushes down over the American youth apparently covers a much wider field than with us, but it is not very deep. The results in positive knowledge are scant, and any one who desires to acquaint himself thoroly with American schools must not look for information in their courses of study, for in America, too, the paper offers no resistance to printer's ink, perhaps even less than elsewhere.

Furthermore, he says:

With few exceptions the results in modern language teaching show a monstrous insecurity of grammar. This is chiefly due to the hastiness with which the elements are disposed of, and with which they rush forward to the more pretentious reading of connected discourse. Thus, in German, "Tell" is read in many places in the second year, but in the pitiful and laborious effort of translating word for word the most elementary understanding of the poem is excluded. The reading of the drama is nothing but the threadbare cloak thrown around the lifeless skeleton of grammatical drill. The same is true, he continues, perhaps even in a higher degree of the classical languages. The extent of this far-reaching inaccuracy of the most elementary knowledge in forms was illustrated by the exercises exhibited in overwhelming numbers in St. Louis.

He gives a large number of illustrations and adds that these samples were certainly illustrative of the average work, as most cities made their selections.

In another brochure accompanying the year's program of his institution, where he speaks of the same point and of our inordinately high demands, as illustrated by exhibits at St. Louis, he says:

Why ask in the second year of the high school original compositions in French on Moliere, which in form and content were equally poor, or why suggest in the fourth year the reading of "Le Cid," "Horace," "Fables of Lafontaine," "Andromaque," "Athalie," "Le Bourgeois Gentilhomme," "Les Précieuses Ridicules," "selections from Victor Hugo and Cyrano de Bergerac, or give in the third year English compositions such as: The Fourteenth Century, a period of moral decay, as illustrated by Chaucer's "Canterbury Tales," or in the fourth year demand a metric dramatization of the "First Book of the Iliad," etc. The most incredible, however, he goes on to say, was furnished by a high school which, as a result of a two years' course in music, with one lesson a week, exhibited a large volume of original compositions of pupils, containing nocturnes, reveries, school songs, and fantasies.

He concludes by saying that we might possibly accomplish more by doing less, and expresses the hope that Germany, which has much to learn from America, and can get from her many valuable hints and suggestions for its schools, would never adopt her haste.

Another difference, or peculiarity, of German schools, is that they lay more stress upon acquisition of knowledge by ear, or if I may say so, upon oral accretion, and therefore place less emphasis upon things that can be readily examined on paper. Promotions are never, and even graduations are only in part, made dependent on written examination. Of course, written exercises, a sort of test, are of weekly occurrence and enter vitally in estimate of the pupil, but the periodic return of examination time is not known, and there is therefore no great danger that teachers and pupils will cram up for examinations. This fact, I think, gives to instruction in German schools a certain appearance of repose. The years seem longer, and there is a certain *otiumcum dignitate* prevailing in the school-room. I might also add that inasmuch as examinations, whenever they are given, are always an internal affair of the school and only subject to the approval of the state authorities, this circumstance may perhaps also largely contribute to this appearance.

Concentric Circles.

The last point of difference which I desire to call your attention to, and which is also the most difficult point to present, is the method on which the programs or schedules of work are made out. Owing to the length of the course and the partial fusion of elementary and secondary curricula, much of the work can be distributed in concentric circles over a number of years and the same work may be treated twice and even oftener, but every time from a different viewpoint and one adapted to the mental status of the pupils. Rarely is a subject finished in one year, and pedagogic considerations may therefore be allowed to determine its treatment at the beginning in preference to scientific order and arrangement. This is easily recognized by the way history is taught. It begins with the simple narration of stories and myths, then proceeds to men and events, or to biographies and actions, and only in the upper grades these are brought into their proper relation and history assumes a more scientific aspect.

In the study of mathematics we find the same condition. In the lower grades, geometry is taught alongside of arithmetic, and it is largely experimental and empirical, or a sort of geometric object teaching. When arithmetic gives way to algebra, the two go again hand in hand and are spread over the whole of the remaining years, and even arithmetic of a higher order is again taken up, as we have seen in the program which I analyzed. Thus even in this study, as well as in science, where systematic arrangement and treatment are perhaps more essential than in history, literature, or languages, I think it is not the custom to complete whole chapters, but more difficult portions may be left to a time when the students are better able to grapple with them.

Foreign languages are certainly taught concentrically for a number of years and little attempt is made to present them along the line of scientific order. But this is not all that I had in mind when I spoke of the difference in program making.

Co-Ordination.

There is still another phase, perhaps of even greater importance, and one which in German schools is very strongly emphasized. It might be called co-ordination in program making, that is, the attempt of so distributing and arranging the different parts of the subjects that they will, as far as possible, be mutually helpful, or that they will turn accident and chaos into design and harmonious order. From what I have already said, it is seen that we can not properly speak of first, second, third, or fourth year subjects, certain portions of one and the same subject or scientific chapter may be taught in different years. Subjects are torn apart, as it were.

However, this tearing them apart is not done for psychological reasons only, or for the purpose of presenting to the pupil only such things as he at the time can readily understand, but also for the purpose of aiding and strengthening the work in other branches, of breaking the monotony and sameness, and of establishing a certain harmony between the different tasks. Thus, for instance, when Roman and Greek biography form the burden of the work in history, it is more than likely that the Latin department will read the biographies of Nepos, and later on, when Roman and Greek institutions form the gravamen of history, Cicero's speeches, or Sallust's Catiline may be taken up in Latin, and Herodotus and speeches of Lysias or Demosthenes may be read in Greek, and thus these subjects will supplement each other. Similar attempts of co-ordination are made in the study of German history and German literature and in other disciplines. Besides this, great care is taken to avoid the over-emphasis of one and the same phase of mental discipline, as might for instance happen by reading in the same class at one and the same time dramas or epics in three different languages. This balancing is, of course, not always possible, but the principle is well recognized and established that such work ought not to be duplicated or triplicated, especially when the chief aim is only to acquaint the pupil with the particular type, and not to give him extent of knowledge.

These are some of the methods which are pursued in the German schools, particularly in the gymnasia, and which, in my judgment, are responsible for the product turned out by them. To determine to what extent they might be copied by us or adapted to our purposes, is another question and was not a part of my task.



"Lady Claremont stood watching when he had gone from sight."

Page 279.

From "An Express of '76." (Little, Brown & Co.)

Academic Interchange with Germany.

By Prof. KUNO FRANCKE, of Harvard.

[In *The Harvard Monthly* for December.]

The article in *The Harvard Monthly* is headed "Is the Interchange of Professors with Germany a Success?"

The recent criticism in the American press of certain utterances on the Monroe Doctrine made by Professor Burgess, of Columbia, in his opening lecture at Berlin University, suggests the question whether the interchange of professors between American and German universities has thus far proved to be what it was meant to become: an additional means of mutual understanding and intellectual friendship between the two nations. Personally, I do not agree with those who deplore Professor Burgess's utterances. On the contrary, I sympathize with his attitude, and it seems to be entirely within the scope of this inter-academic agreement that the representatives of the different universities should fearlessly and without reserve express their personal convictions and principles. For, after all, a most important part of this whole interchange consists in this: that the students of the two countries are brought thereby face to face with striking, well-rounded, powerful scientific personalities, with public characters—so to speak—of another nationality.

It cannot, however, be denied that the undoubted irritation produced by Professor Burgess's attack of the Monroe Doctrine points to an element of danger in this international exchange, the danger of its being dragged into political controversies and thereby giving rise to political animosities. Nothing could be further removed from the motives underlying this academic undertaking, nothing could be more injurious to its success. It cannot be stated too emphatically that this undertaking has nothing to do with party motives, with so-called burning questions of the day, with anything fitted to arouse rather than to soothe popular passions and prejudices. It is an interchange of scholars, not of politicians; it is to set before the student world of the two countries, embodied in typical personalities, the abiding traits of national temper and national ideals; it is to introduce the emissary of each of the two countries into the methods of study and the daily work of the students of the other country; and it will thus, we hope, lead to a still deeper, because more personal, and to a still more widely spread conviction, than exists even now, of the fundamental affinity between German and American scholarship.

I know of no better way to illustrate what has already been accomplished in these directions than reviewing briefly the activities of two of these national emissaries: Professor Peabody's activity at Berlin and Professor Kühnemann's at Harvard University. The tasks of these two men bear a similar relation to each other, as the highly efficient work performed here last year by Professor Ostwald bears to the work to be done by Professor Richards in Berlin during the coming spring. Being of a less technical character, the tasks of Professor Peabody and Professor Kühnemann lend themselves particularly well to throwing light on the public significance of this international exchange. Both these men entered upon their work in the full consciousness that they were sent abroad as interpreters of national ideals; both, by lecturing in their own native tongue, were enabled thus to assert to its full their own individuality; both adapted themselves with remarkable tact and eagerness to the life and the work of the university to which they had been sent as visiting members; both have shown by their examples in what way,

and in what way only, the international exchange of professors can be made a permanent and highly stimulating part of university life.

Professor Peabody's courses given last winter at the University of Berlin dealt with social ethics in general and with American social problems in particular. That this subject must have been of unusual interest and profit to his German hearers, is clear at first sight. The phenomenally rapid growth of German industries, as well as the extraordinary ascendancy of the Socialist party have made labor problems perhaps more acute in Germany than anywhere else, and have given to the phrase "social reform" an emphasis and urgency such as it has in few other countries. The hundreds of German students, then, who listened to Professor Peabody's lectures, must have been intensely interested to hear from him how social reform is undertaken in a country where the initiative in such matters does not, as in Germany, come from the State, but from voluntary organizations of individuals; and it stands to reason that the quickening of such voluntary activity of private individuals in the cause of social reform will be (to what extent, it is, of course, impossible to say), one of the lasting results of Professor Peabody's activity at the German capital. The impression which he has made upon the most powerful and influential minds of Germany may be summed up in a passage from a letter to me by Dr. Althoff, the director of the Prussian universities: "Our only regret is that we cannot keep him here permanently."

Professor Kühnemann, this year's representative from Germany at Harvard, has been with us now for two months; and it is no exaggeration to say that in this brief time he has managed to become a power in our university life. He, too, is a man who feels that he has a national mission. He comes to us as an interpreter of what is best and finest in German literature, and he devotes himself to his task with a single-mindedness, genuineness, and ardor which makes him irresistible. He has taken the student heart by storm. His eloquence is of a kind which has nothing to do with fine phrases, but springs from the inner vision, and, therefore, creates visions for others. He has made us live, as no other orator has during the present generation, with the great masters of German thought and feeling; and he is a personal embodiment of the new life which at present is stirring Germany in every domain of higher activity. His sojourn at Harvard will leave us with the same feelings which were expressed for Professor Peabody in Berlin: the wish that we might have him here permanently.

With a year's record of two such visitors as these—men who have contributed to the institutions visited by them what could not have been had without them—it seems no overestimation to pronounce this international experiment a decided success. We of Harvard welcome most cordially the fact that other American universities have now joined us in this cause, and we trust that the methods adopted by Columbia and the University of Chicago, and proposed by the University of Wisconsin, will prove equally profitable in the advancement of scholarship. There is no cause more worthy of the united, disinterested service of the foremost American universities than this.

Notes of New Books

John Cotton Dana, so widely known for his splendid work at the Free Public Library of Newark, N. J., has added another service to the cause of libraries, by bringing out a very practical little book entitled *NOTES ON BOOKBINDING FOR LIBRARIES*. At the outset Mr. Dana states that it is not his purpose to give a treatise on the fine art of book-binding, but simply to furnish sufficient information to enable an intelligent person by careful observation and examination to determine whether his books are being bound in the most durable and serviceable manner. To this end he goes thoroly into the anatomy of the book, and its construction; the variety of sewing and joints, etc., which may be used, with notes on the advantages and disadvantages of each. The different leathers and other materials are carefully commented upon with a constant regard for their wearing qualities, rather than the elegance of their appearance. On the subject of repairing, the author says:

"The universal rule in this matter is, don't. To this there are exceptions; but many, if not most, of the books which are repaired are so injured by the process itself, or by the wear they receive after they are repaired, that it would have been better for them if they had not been repaired at all, but sent direct to the binder." (Library Bureau, Chicago.)

Mary Catherine Crowley has selected for her new book, *IN TREATY WITH HONOR*, incidents in the French-Canadian struggle for independence in 1837-38. There is a spirit of daring and adventure, lightened by many a humorous touch which makes the story delightful and human in its interest. Niel Adair, by birth a British subject, by education a Parisian, and by adoption a citizen of the United States, joins the Canadian patriots, and has many narrow escapes in his service of this little remembered "lost cause." Adair is a good soldier and a good lover, and Jacquette is as dainty and delightful a heroine as one could wish. The reputation which Miss Crowley gained by her earlier works, *A DAUGHTER OF NEW FRANCE*, *THE HEROINE OF THE STRAIT*, and *LOVE THRIVES IN WAR*, can not fail to be enhanced by this addition. (Little, Brown & Co., Boston. \$1.50.)

Frank E. Kellogg is a good teller of tales for boys, and in the volume *THE YOUNG EXPRESS AGENT*, he has lived well up to his reputation. In his preface the author states that

most of the incidents related in the book "actually occurred, and the hardy, jolly band of express and railway employes were real flesh and blood. Just a few changes and alterations in their make-up."

Any boy will find a great deal to interest him in the various experiences of the young agent, some were very funny—such as Harry's attempt to hold an escaped bull by the tail—and some called for all the grit and sand which a lad could be expected to show, as in the attempt at a hold-up which Harry's coolness foiled. The illustrations are furnished by J. W. Kennedy, and are adequate for their purpose. (Dana Estes & Co., Boston.)

Possibly historical novels would not be held in such suspicion by careful readers if they more generally furnished such a fine picture of the periods they represent as *AN EXPRESS OF '76* does of the life in New York during the Revolution. Not only has Mr. Lindley Murray Hubbard given us a fine view of the times, but he has placed in this appropriate setting fine portraits of Washington, Franklin, Burr, Hamilton, Putnam, and other illustrious men. The pictures and portraits, while they reveal careful study, do not detract in any way from the telling of a most interesting tale. The love affair of Lieutenant Hubbard, which furnishes the plot of the story, is well handled. Altogether it is a well-told and interesting story. (Little, Brown & Co., Boston. \$1.50.)

"The suddenly rich man," says President Eliot, of Harvard, "finds that the presumptions are all against him, and the public even is open to the prosecuting attorney, but shut to the defense." Dr. Eliot has studied this problem of *GREAT RICHES* in an attitude of calm inquiry and quiet judgment. He has noted the obligations, as well as the powers of the moneyed class; the praise which is due to the creators of honest wealth, and the need of publicity as a safeguard to business. In the care of health we are told that the very rich have certain indisputable advantages, but that they also suffer from peculiar exposure to the diseases consequent on luxury and ennui. Lord Roseberry pointed out that this freedom to spend money in case of sickness, or accident is the chief advantage of the rich over the poor.

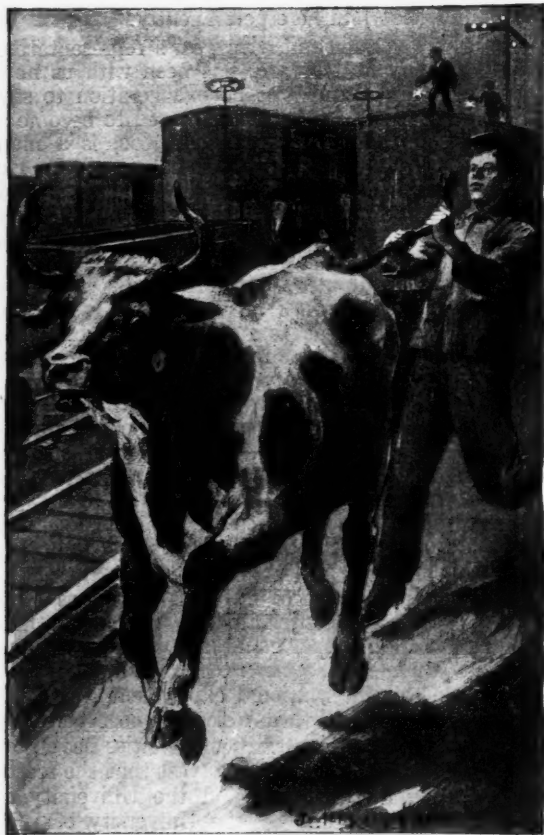
President Eliot says that a wise rich man may escape all these perils of luxury if he keep himself in good physical condition by outdoor sports. "He may do as the Duke of Wellington is said to have habitually done—provide elaborate French dishes for his guests at dinner and himself eat two plain chops and a boiled potato. The book contains many terse, quotable sentences, and is optimistic in tone. (Thomas Y. Crowell & Co., New York. 75 cents, net. Flexible leather, \$1.50, net.)

AMERICAN CHARACTER, by Professor Brander Matthews, was written in response to a criticism made by a French journalist to Tolstoi, that "the ambition of the American's heart, the passion of his life, is money. . . . The Americans ignore the arts; they despise disinterested beauty." Altho dissenting from this opinion, Tolstoi expressed no surprise at it, which would indicate that this view of the American people is frequently voiced abroad. Without passion or prejudice, Professor Matthews has set himself honestly to the analysis of our national traits, and the result is a faithful estimate, worthy of general attention and careful consideration. He says that while we are proud of our country, we need not be vain about it. "Indeed," he adds, "it would be difficult for the most patriotic of us to find any satisfaction in the figure of the typical American which apparently exists in the minds of most Europeans, and which seems to be a composite photograph of the backwoodsman of Cooper, the negro of Mrs. Stowe, and the Mississippi River folk of Mark Twain, modified, perhaps, by more vivid memoirs of Buffalo Bill's Wild West." He states that "there is no reason for alarm or for apology so long as our shopkeeping does not cramp our muscle or curb our spirit. Merely to have money does not greatly delight the Americans . . . what does delight him unceasingly is the fun of making it." In Thoreau, he tells us, we can find an emphatic declaration of the latest doctrines of the simple life, and he quotes Agassiz—the best of Americans—who declined a large sum to give a course of lectures, on the ground that he had no time to make money. (Printed from special type at Merrymount Press, Thomas Y. Crowell & Co., New York. 12mo. 75 cents. Flexible leather, boxed, \$1.50, net. Postage, 8 cents additional.)

ENGLISH SPELLING SIMPLIFIED is the title of a little book giving a history of the reformed spelling movement up to date.

An idea of the scope of the work may be gained from glancing over the table of contents. The headings included are: Shall America head in Reformed Spelling; English Spelling Simplified; Forms Used in English Literature; Rules for Reformed Spelling; President Roosevelt's Letter to the Public Printer; A Statement About Simplified Spelling; List of 300 Words Approved by President Roosevelt; List of 3,500 Amended Spellings Recommended by the Philological Society.

The frontispiece has the portraits of President Roosevelt, Professor Bander Matthews, Mark Twain, and Andrew Carnegie. (Laird & Lee, Chicago.)

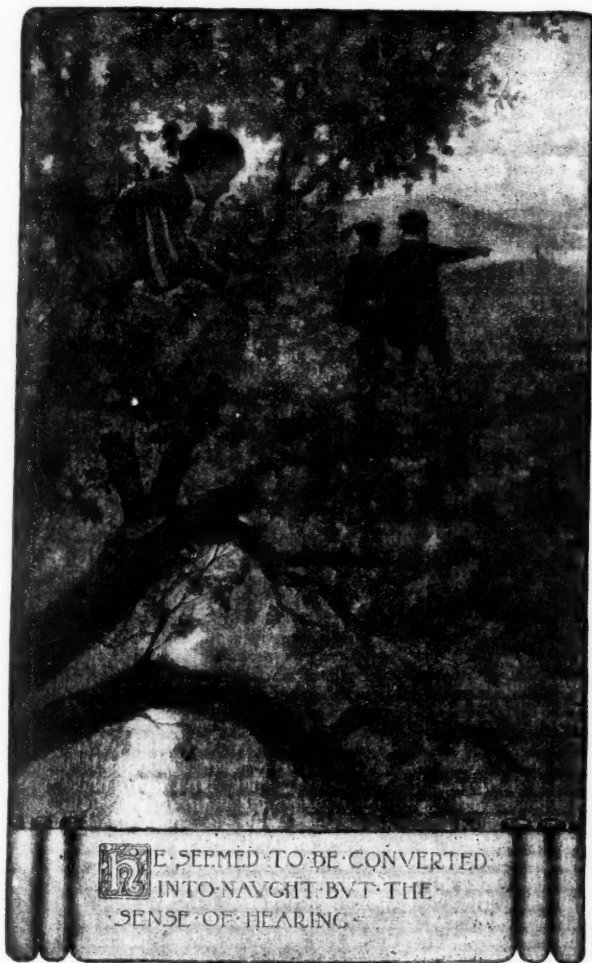


"HANG ON, SON; TAIL HOLT IS A GOOD ONE."

From "The Young Express Agent."
Published by Dana Estes & Co.

Harriet T. Comstock, in *THE QUEEN'S HOSTAGE*, takes us back to the later years of Queen Elizabeth. It is a period of plots and counter-plots, centering about the person of the Queen. She has become suspicious of almost every one around her, and in this state mistakes a real friend for an enemy. The resultant situations furnish abundant material for the romantic tale of love and adventure which Mrs. Comstock has woven about her characters. Lord Ronald, of Rathven, the hero, is held as hostage of his father's loyalty, but at last proves his own great loyalty, and thru a service of great self-sacrifice is at last shown in his true colors.

Aside from the main story the description of the strolling band of players, the runaway visit to the old Globe Theater, and other like incidents, furnish an interesting glimpse of the England of "good Queen Bess." The book calls to mind Mrs. Comstock's earlier success, *TOWER AND THRONE*, and possesses much of its fascination. (Little, Brown & Co., Boston. \$1.50.)



From "The Queen's Hostage" by Harriet T. Comstock.
Little, Brown & Co., Publishers, Boston.

Dr. Orison Swett Marden's practical books on success in life have been translated as far even as Japan. They have received endorsement from presidents and crowned heads. As editor of *Success*, he is daily exerting a wide influence. His latest book, *EVERY MAN A KING, OR MIGHT IN MIND MASTERING*, is a powerful plea for the mastery of self and the training of the talent forces to the highest ends. Here are some of the suggestive chapter headings: "How Mind Rules the Body," "Our Worst Enemy is Fear," "Thought Causes Health and Disease," "Mastering our Moods," "Negative Creeds Paralyze," "How Thinking Brings Success." To quote from the opening chapter: "Considering that mind governs everything in our world, its force has been singularly neglected and misunderstood.

It has been treated as something unalterable, a tool that could be used, if one were born with genius. The possibilities of thought-training are infinite, its consequences eternal. There can be no more important study, no higher duty owed to ourselves and those about us, than this." And under "Cheerful Thinking," he says, "The ability to radiate sunshine is a greater power than beauty, than mere mental accomplishment." As to "Negative

Creeds," he adds, "There is no science in the world which will bring a thing to you while your thought repels it. . . . No man can pass his self-imposed bounds or limitations. He must throw all negative suggestions to the wind." The "Coming Man," he optimistically declares, "Will be so much master of his thought that he will be able to make himself one great magnet for attracting only those things which will add to his prosperity and enhance his happiness." Read this book thoughtfully and see if some of your own imaginary ills will not slip away from you. (Thomas Y. Crowell & Co., New York. Cloth, net, \$2.00. Postage, 10 cents additional.)

THE TENTING OF THE TILlicums, by Herbert Bashford, is a rattling good camping story of the days when Tacoma was still a village. Tillicums is an Indian word meaning friends.

Four boys set forth across Puget Sound in a row-boat well stocked with supplies. Their outing was strenuous and exciting. It is a personal experience, written with enthusiasm and swing. There are numerous descriptions of scenery along the Sound, and also not a little natural history. (Illustrated by Charles Copeland. Thomas Y. Crowell. 12mo. 75 cents.)

List of Catalogs Received.

Holy Cross Bulletin—Entrance Requirements.
University of Chicago Press—Catalog of Publications.
Ohio University Bulletin.
Queen & Co., Philadelphia, Pa., catalog electrical and scientific apparatus.
J. B. Lippincott Co., Among the New Fall Books.
Moore's Hill College, Semi-Centennial Catalog.
G. P. Putnam's Sons Autumn Announcements.
L. C. Page & Co., Holiday Bulletin for 1906.
Houghton, Mifflin & Co., Holiday Bulletin, 1906-1907.
Prairie View State Normal and Industrial College (for Colored Youths), Waller County, Texas.—Annual Catalog, 1906-7.
Thomwell Orphanage—Thirty-first Annual Report.
Houghton, Mifflin & Co., The Riverside Bulletin, with Autumn announcements.
Thomas Y. Crowell & Company's New Books.
Alfred Bartlett—A Catalog of Publications, 1906.
Little, Brown & Co., Holiday Books and New Publications, 1906-7.

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.



"WATCHING HIS CHANCE, DANIEL WENT UP TO HER."

From "Minute Boys of the Wyoming Valley"
Dana Estes & Co., Publishers.

The Educational Outlook.

State Superintendent-elect, Francis G. Blair, was appointed by Governor Deneen, of Illinois, to fill the unexpired term of Mr. Bayliss, who resigned his position on December 1.

The Educational Association of Newark, N. J., at its recent meeting was addressed by Miss Julia Richman, a District Superintendent of Schools in New York City, on the teachers' need of social life.

"There is nothing more narrowing," said Miss Richman, "than teaching—teaching all day long under the most difficult circumstances and uncongenial environment. The majority of the teachers come from humble homes, and often have to live in fourth-class boarding-houses, as it is necessary to help the home fund, and they have absolutely no knowledge whatever of social life. This in itself is bound to make them become narrower and narrower as the years go by."

It is expected that a great impetus to the movement for higher salaries for teachers will be given by the discussion of the subject at the meeting of the State Teachers' Association at Syracuse, N. Y., during the Christmas holidays.

Reports on the relation between teachers' salaries and the cost of living to-day, as compared with conditions twenty years ago will be submitted to the members of the Association.

The prevailing sentiment of those present with regard to the subject will be considered by those who are most active in the movement as indicative of the best method of starting a formal campaign.

Needs of Delinquents.

Miss Mary C. Roche, a lawyer of Fall River, Mass., recently addressed the Women's Educational and Industrial Society of that city on the "Care of Delinquent Children."

The speaker urged the necessity of a home school where such children, more often unfortunate in their home surroundings than naturally vicious, could be cared for, prevented from following the path upon which they had started, and shown the comfort and pleasure of a better way of living.

One of Miss Roche's most telling arguments was that the jail and kindred institutions inspire a fear of getting caught, not a fear of evil-doing or a desire for improvement.

Philadelphia Budget.

The Philadelphia Board of Education has prepared its budget for 1907. This totals \$6,244,472 as compared with \$6,070,282 for 1906.

By the provisions of the Act of April 22, 1905, for reorganization of the school system, the fund is raised by an appropriation of five mills on each dollar of the total assessment of realty located in each school district.

The following are some of the important items: Salaries of principals, assistant teachers, engineers, and janitors, \$4,021,000; purchase of sites and new school buildings, \$678,472; alterations and repairs, \$350,000; salaries of superintendent and assistants, \$237,500; books, stationery, and other supplies; evening schools, \$90,000; teachers' retirement fund, \$50,000.

Rhodes Scholars at Oxford.

The London *Times* makes the following interesting comments on the position of the Rhodes scholars in the University life at Oxford.

"The great majority of academic distinctions have been achieved by Colonial students. The Americans, in spite of

their greater numbers, failed to keep up with them, probably because the prospect of coming to Oxford for study appeals less to American students and the competition is less keen.

"From the athletic point of view, however, the Americans more than hold their own this year. P. M. Young won both high jumps at the University sports, H. E. Sutton won the three-mile race; W. E. Schutt was second in the mile race, while A. M. Stevens successfully put the weight and threw the hammer.

"The colonies took no prominent part in sports, except South Africa, which provided half the strength of the University Rugby team of 1906.

"As regards college life the experience has been quite sufficient to dissipate all doubts that were first entertained as to how the new elements would assimilate with the old. In a few colleges the Rhodes scholars may possibly tend to keep together, especially the Americans, but not more so than the Etonians or the Harrow men. In the majority of cases they become completely absorbed in the ordinary body of the undergraduates. This applies also to the German students, who, however, are practically excluded from scholastic distinction by their shorter period of residence, and from athletic distinction by the general character of their previous education."

In the Hands of Reformers.

Bishop Samuel Fallows, at a recent meeting in Occidental Hall, Chicago, made some remarkable statements about the distribution of wealth and its relation to the education of the future citizens of State and nation. The Bishop said in part:

"Estates worth \$1,000,000 should be taxed fifty per cent. for the benefit of the public schools. After a man's wealth increases beyond \$1,000,000 he should be assessed in proportion to the increase. The estates of billionaires should pay ninety per cent. Then we should have more revenue and better schools.

"In the last three years estates worth \$250,000,000 have been left, and \$200,000,000 of that amount should have been given to the public educational system."

Other speakers at this meeting were School Trustees of the anti-Cooley faction, who bitterly assailed the present system of promoting teachers.

In the course of his address Trustee Post, said:

"We have no merit system now in the public schools. It is a system where pull and drag can be used. Our investigation of the records has not convinced us that pull has not been used. The superintendent practically has the power of appointment, promotion, and dismissal of teachers and can make himself a power in city politics."

Another meeting recently held in Chicago, where the school question played a prominent part, was that of the Congregational ministers. At this meeting School Trustees White and Post had a lively tilt over a charge made by the former that the latter was attempting to "fool, befuddle, and deceive the public" with talks about "autocracy and democracy and like phrases."

Mr. White said that if the so-called Post promotional plan was adopted "pull and politics" would, within a year, be administering the school affairs of Chicago.

Another expression of feeling upon the school question was given in an open letter sent out by ex-members of the School Board. In this letter the Post report was declared a menace to the "integrity of the school," and indorsed Superintendent Cooley as "entirely right in the pending controversy."

To Help Poor Children.

The School Children's Aid Society of Chicago recently held a meeting in the Haven School of that city, to map out its winter's work.

It expects this winter to distribute at least 4,000 pairs of shoes and an equal number of garments to destitute and needy school children.

Orders for distribution are made out by a teacher in the name of the child applicant, signed by the principal of the school, and then approved by the president of the Society, Mrs. Edward Browne. By this method aid is given only to those in real need. It is a splendid work, most efficiently conducted.

Unification.

The Public School Principals' Association of Newark, N. J., was addressed at its November meeting by District Supt. Darwin L. Bardwell, of the Borough of Richmond, New York City.

Dr. Bardwell's subject was "Unifying a School System." He said in part:

"There is a great need of a course of study which shall be sufficiently specific to produce results; to enable teachers and principals to teach with economy of time and effort without wandering into bypaths and notions which may appeal to the individual, but are not fundamental to all. At the same time, the course should have sufficient latitude, so that it may be practical in a rural or semi-rural school, where a teacher has two or more grades to teach at the same time.

"There is also the necessity of recognizing a minimum standard of attainment in various grades thruout the entire system, including both big and little schools. In modern cities there is a great deal of moving of families from place to place, consequently the children are constantly going from one school to another, making it very necessary that there should be sufficient uniformity in the system so that, when a child goes from one district to another he will find a group of children doing practically the same work that he was doing in the school which he left, and that he can continue his work where he left off.

"The superintendent and the supervisors should work with the principal, not under or over him. Where the principal of a school is inclined to object to the introduction of new ideas it is better to go slowly, and to gain his co-operation than to force it on him. If the principal is honest and the supervisor has something that is really good, and if they work together in that way, they are sure to come to some good."

Compulsion.

A test case of the Compulsory Education Law recently came up in Philadelphia.

A clergyman refused to send his nine-year-old daughter to school, and was arrested and fined two dollars and costs. The defense offered was that the child was receiving private instruction.

"The whole matter rests," said Magistrate Gorman, "on the interpretation of the clause 'legally qualified governess or private teacher.' To my mind, that means not merely one able to teach but one answering to a rule adopted by the School Board. This case will serve to make clear an obscure clause of the law."

University Teachers.

The Association of American Universities recently held a most successful conference at Cambridge, Mass. The Association at present numbers fifteen of the leading universities on its enrollment. Each university may send as

many delegates as it desires, but is entitled to but one vote.

The members of the Association were represented at the conference just closed by the following delegates:

University of California, President B. I. Wheeler; Catholic University of America, Professor H. Hyvernatt; University of Chicago, Professor A. W. Small; Clark University, President G. S. Hall, President C. D. Wright (collegiate department); Columbia University, Professor M. Smith, Professor W. H. Carpenter; Cornell University, President J. G. Schurman; Harvard University, President C. W. Eliot, Professor C. H. Haskins; Johns Hopkins University, President I. Rensen; Leland Stanford Junior University, President G. S. Jordan, Professor N. Abbot; University of Michigan, Professor H. B. Hutchins; University of Pennsylvania, Professor J. H. Penniman, Professor C. G. Child; Princeton University, Professor A. F. West, Professor W. F. Magie, Professor H. D. Thompson; University of Virginia, Professor T. W. Page; University of Wisconsin, President C. H. Van Hise, Professor G. C. Comstock. The Carnegie Institution, altho not a member of the Association, will be represented by its president, Dr. R. S. Woodward. Yale has not as yet announced a delegate in place of President Hadley, withdrawn.

One of the most tangible results accomplished by the Association is the foreign recognition of the work of American universities. Thus the University of Berlin will now accept graduate work done at one of the universities belonging to the Association as the equivalent of work of similar character done at Berlin, and will consider the Baccalaureate degree from any one of these institutions as equal to the German "testimonium maturatis." Like recognition is also accorded by the Dutch universities.

The first session of the conference considered the question of "The Appointment and Obligations of Graduate Fellows." Papers were read by Professor G. Stanley Hall, of Clark University, and Professor G. C. Comstock, of the University of Wisconsin, followed by a general discussion. The topic of the afternoon session was "The Exemption of Educational Institutions from Taxation." Papers were read by President Eliot, of Harvard University, and Professor J. W. Page, of the University of Virginia.

Pennsylvania's Needs.

The advance sheets of the annual report of State Superintendent of Instruction, Nathaniel C. Shaeffer, of Pennsylvania, have just appeared. In this report Dr. Shaeffer calls attention to the various needs of the schools of that State, and points out the decrease in appropriation for educational purposes as compared with the increased number of pupils: in 1895 there were 1,070,612 pupils in the public schools and the State gave \$5,500,000 toward the support of the schools; in 1905 there were 1,209,000 pupils, and the amount contributed by the State was \$5,212,500.

"Unless the compensation of teachers can be materially advanced it will be impossible to keep the schools up to the high standard which they have attained.

"The need of providing for teachers in old age is keenly felt in all our cities. Cities like New York and Philadelphia have provided a retirement fund for superannuated teachers; and if it is at all possible the Legislature should take steps to make similar action possible in the school districts which belong to the second, third, and fourth class. If retirement funds for firemen, designed to promote greater efficiency in the service, are constitutional, it is also legitimate for the State to make similar provision for teachers, with a view to the improvement of the service."

Ireland and Her Schools.

P. Shelley O'Ryan, of the Chicago Board of Education, recently spoke before the Chicago Normal School on "Picturesque Ireland." In the course of his address Mr. O'Ryan said that Ireland had given to the world the first system of free schools.

"The fame of Ireland's schools spread to the ends of the earth, and Erin, long known as 'the land of song' became the 'island of sages and scholars.'" He said: "This was at the end of the fifth century and the beginning of the sixth. Rome had fallen. The proud empire of the Caesars was in the dust. This was the world's darkest hour.

"The savage hordes that had come down from the Northlands, like an angry flood, had deluged Europe. Nothing of the ideal, nothing of the intellectual survived. Everywhere it was black midnight.

"In Ireland alone the sacred lamp of learning burned brightly and hopefully. Schools flourished in every valley and in every mountain glen. The fame of Ireland as a center of learning became worldwide. Thither flocked the youth of all lands. They were given not only education, but welcome and a home."

Manual Training for Columbus.

The Board of Education of Columbus, Ohio, is investigating with great care the subject of manual training, with a view to establishing a course in the schools of that city. A committee composed of Supt. J. A. Shawan, Dr. W. O. Thompson, John L. Trauger, M. E. Swanson, and Charles S. Means, recently visited Louisville, St. Louis, and Indianapolis, and thoroughly inspected the arrangements made in these cities for carrying on the work. The Committee was especially impressed with the work in Indianapolis, where there is a manual training high school on which over \$300,000 has been spent, and which is practically complete in its thoroughness and in the variety of courses offered.

In St. Louis, the McKinley Manual Training High School interested the Committee not alone on account of its courses but also on account of the success with which a lunch room providing five-cent lunches for the pupils has been operated.

The members of the Committee are very anxious that other gentlemen on the Board shall visit at least one of these schools before any decisive action is taken.

Truants.

The subject of truancy from the New York schools is being more generally discussed than ever before. Over 140,000 cases were investigated last year by the authorities. Of these many were, of course, repetitions, but there were found to be not far from 10,000 truants in New York City.

The principals, realizing that the truant frequently not only loses the opportunity of becoming a useful citizen, but very often is led into actually criminal habits, have begun a movement to seek the aid of the city magistrates in overcoming the evil.

With this end in view a meeting was held at which the principals, the Board of Superintendents, and the magistrates of the city were represented. A pamphlet is to be prepared by the principals stating the facts in the case and calling the attention of all interested in the matter to the necessity of united action, if the problem is to be successfully dealt with.

Lunches in Cleveland.

The question is being discussed in Cleveland, Ohio, of providing a regular lunch hour for the pupils of the public schools.

The pupils, and many of the teachers are strongly in favor of such a system.

They claim that they can do better work when allowed this privilege, but whether the special committee of the Board of Education, to which the matter has been referred, will see the matter in this light remains to be seen.

In the West High School a system has been adopted which seems to please those affected by it. During the fifteen-minute morning recess a simple lunch of hot soup, hot cocoa, and crackers can be purchased in the basement of the school, or pupils may go there to eat lunches which they have brought with them. A half-hour study period follows the recess, and if the pupils are unable to finish eating during the short recess they may do so in this period.

Of those not in favor of the lunch hour a number base their objection on the lengthening of the session which will be necessary in consequence.

Twentieth Century Schools.

Fassett A. Cotton, State Superintendent of Public Instruction in Indiana, in his October *Bulletin*, writes most interestingly on the subject of Twentieth Century Schools and Teachers. The following paragraphs are selected.

"The demand of the twentieth century is for an education that is practical. It is for an education that will prepare for complete living. There is to be a close relation between school and life, and the school is to do the things that will help boys and girls to find their work in the world. Great changes have come in the industrial world, and new problems in education confront us. A great many men have succeeded hitherto in spite of their training rather than by reason of it."

"If wit and abundance of raw material have made fortunes in the past, intelligent work and an inexhaustible asset are to furnish comfortable competencies in the future. But everybody must work and must work intelligently, because in the future these competencies will have to be earned, and earned in the sweat of the face."

Recent Deaths.

The announcement of the death of Miss Kate E. Hogan, of Public School No. 58, Manhattan, will be felt most keenly, not alone by her personal friends, but by those who knew the work which she was accomplishing for her profession thru the agency of the Interborough Women Teachers' Association.

Miss Hogan was foremost among the starters of the movement for equal pay for equal work, and when it took definite shape in the formation of the Association, she was elected the first president. What Miss Hogan accomplished in the office of president is evident not only to the members of the Association but to all who have watched the steadily growing recognition of the justice of the claims made. Her heart was in her work, and she believed in doing everything possible to raise the standard and position of the profession.

Vice-president Anna Goessling has called a special meeting of the Association to be held in the City College on Saturday morning, December 8, at 10:30.

Prof. William H. Chandler, head of the Department of Chemistry in Lehigh University, died on November 22, after a short illness. Professor Chandler was born in 1841, and was graduated from Union College at the age of twenty-one. In 1868 he gave up an active business career and became instructor in the Columbia School of Mines, leaving there in 1871, to go to Lehigh, where he remained until his death.

Twice during his connection with Lehigh he was chosen as acting president. It was under his supervision that the fine chemical laboratory of the University was erected. His well-known "Encyclopedia of Universal Knowledge" was published in 1898.

In and About New York City.

The following reappointments and appointments have been made by Mayor McClellan, to take effect January 1, 1907: Manhattan—Commissioners D. J. McDonald, C. J. Sullivan, Randolph Gugenheimer, and Frank L. Polk, reappointed. Brooklyn—Horace E. Dresser, appointed to succeed Frank V. Babbott; Thomas M. Delaney, reappointed. The Bronx—Commissioner Frank D. Wilsey, reappointed. Richmond—Arthur Hollick, appointed to succeed Samuel M. Dix. Queens—R. B. Thomas, appointed to succeed James A. Renwick.

The requests of a number of teachers' associations and similar organizations that the public schools be closed on December 24 was reported on unfavorably by the Committee on Elementary Schools and this report adopted by the Board.

The Board, by amending its by-laws, made it possible in the future for holders of a kindergarten license to teach in the first six years of the elementary school course. Formerly this license permitted them to teach only in the first years.

Joseph A. Gillet, of the Normal College, has announced an examination for eligibility to the position of instructor in the department of German to be held on December 27, and 28, at 9 A. M., in the library of the College, Park Avenue and Sixty-eighth Street.

The requirements are as follows: Teaching Experience—Three years' class experience in college or high school grades.

Scope—Literature, grammar, translation, composition in German, and German history.

Age Limit—The age limit is forty years. The position carries a salary of \$2,000, with an annual increase of \$100 up to a maximum of \$2,500.

The reports of principals for the month of October showed an increase in registration of 23,739 over October, 1905, with a decrease of 994 in the number of part-time pupils. The total registration for the month was 597,324; 574,002 in the elementary schools, 21,701 in the high schools; 1,465 in the training schools, and 156 in truant schools.

Miss Olive M. Jones, Principal of Public School No. 120, situated on Broome Street, has secured the arrest of two boys charged with teaching pupils of this school to pick pockets, and in other ways, incite them to crime.

The truant officers of New York City are seeking an advance of salary, and the Committee on Special Schools has the matter under advisement at present.

The official figures for attendance at the thirty evening recreation centers, during the first two weeks of the season of 1906-1907, total 131,121. It is a good showing, and justifies the Board of Education in the step it took in opening the centers two weeks earlier than had been planned.

The Trustees of the Normal College of the City of New York have decided to try to have the retirement law so amended as to make it possible for members of the Faculty to be retired after twenty years' service if physically or mentally incapacitated.

Professor Eugene Aubert, of the French department was retired. The retirement was to take effect on Feb. 1, 1907.

An organ recital was given by Clarence Eddy, at the Morris High School, One Hundred and Sixty-sixth Street and Jackson Avenue, the Bronx, at the installation of the new pipe-organ in that school. The Morris High School, according to a statement of Principal Denby, is the first school in Manhattan or the Bronx to possess such an instrument.

Opposed to Consolidation.

The Executive Committee of the Associate Alumnae of the Normal College of New York City, a body whose interest in the welfare of the College, and whose understanding of the questions involved should give weight to their opinion, have recently expressed the feeling of the Alumnae of that institution with regard to the proposed union with the College of the City of New York in the following set of resolutions:

"Resolved, That tho we recognize the desirability of placing the higher educational institutions of this city in a more logical relation to one another and to the general system, we are strongly opposed to any plan of consolidation which includes one or more of the following objectionable features:

"First—Loss of the autonomy of the Normal College.

"Second—Abolition of the separate office of president of the Normal College.

"Third—Abolition of the preparatory school of the Normal College before it has been shown that the supply of pupils entering from the city high schools is sufficient for the needs of the College.

"Fourth—Co-education in any phase, or even the contact necessitated by the occupation of buildings on the same campus.

"Fifth—The invalidation of the Normal College degree (which has just been placed on a secure basis) by the adoption of a course of study acceptable to the regents as leading to the A. B. degree."

The adoption of these resolutions was carried by a large majority.

Opposed to Simplified Spelling.

On November 28 the Board of Education considered the report of opposing the adoption in the New York schools of the list of three hundred words proposed by the Simplified Spelling Board. Commissioner Greene, a member of the Committee making the report, sought to offer an amendment, stating that "In taking this action the Board does not wish to be understood as passing upon the question of the desirability of simplification of spelling in the abstract." The motion was characterized by some as an attempt to "straddle" a question which should be met fairly and squarely on its merits alone. Mr. Abraham Stern summed up the situation as follows:

"Each of us has a right to spell as he pleases, and we are not called upon to put ourselves on record as to the use of the words or not. If we believe that simplified spelling should not be introduced into the schools let us say so, and not qualify our action. If we do say so, the public will be satisfied and you can each spell as you please."

City Superintendent Maxwell explained that it was not the wish of the superintendents to force any child in the schools to use the simplified forms; but they merely wished that children should not have words spelled in the shorter forms marked as incorrect.

Dr. Maxwell advanced a strong argument in opposition to the defenders of the old forms, who claim that violence would be done to the etymology of the language by the proposed changes, when he pointed out that the present form of many words originated with the Dutch compositors, who were brought into England by the early English printers. These men were not familiar with the language and frequently spelled words as they sounded to them. He reviewed some of the well-known anomalies of our spelling, where either the same sound was represented by a different arrangement of letters as in *proceed* and

intercede, or where a similar arrangement of letters represented entirely different sounds, as in *fine* and *marine*.

The strongest argument, however, which Dr. Maxwell adduced, was the time saved in the child's education, which he stated would be from two to three years; and this would be of especial importance in New York, where thousands of children of foreign parentage were in the schools. In closing, he declared that it was his belief that English would one day become the great world language, and for this reason it was all-important that the language should be as simple and logical as possible.

Mr. Jonas replied to a statement that most of the teachers were in favor of the change, by saying that he had been almost deluged by letters from teachers and principals expressing their pleasure at the stand taken by the Committee.

The roll call showed that the motion to amend the Committee's report had been lost by a vote of thirty-two to four; the resolution proper was then adopted by acclamation.

Changes.

The Board approved a large number of appointments, transfers, and promotions. The following is a list of the promotions:

DAY HIGH SCHOOLS.

From the position of junior teacher to that of assistant teacher—John A. Swenson, mathematics, Boys'; J. Raymond Carter, drawing, Commerce; Mary Sullivan, mathematics, Eastern District.

From the position of assistant teacher to that of first assistant—Willard R. Pyle, physics and chemistry, Morris; Frederick Z. Lewis, biology, Boys'; Daniel D. Feldman, mathematics, Erasmus Hall.

ELEMENTARY DAY SCHOOLS.

From Schedule III. to Schedule IV.—Manhattan, Miriam R. Wood, 32 B.; Bessie Roberts, 68 G. Brooklyn—Rose B. Granger, 15; Nellie P. Leo, 31; Susie Robinson, 114; Helen M. Smith, 127; Catherine M. Secor, 147 G.

The following retirements were also approved:

Manhattan, Mary E. Parsons, P. S. 27; Eliza A. Taylor, 49; Lizzie Dooner, 44; Theresa M. Redding, 109; Anna Peterson, 16; Elizabeth A. Keeman, 188; Julia Clemons, 140; Emeline Miller, 124; Margaretta Culbert, 33; Lizzie I. Neal, 171; Isabella La Forge, 38; Clara Eva Betker, 184; Myra Townsend, 78; Amy Madeline Hough, 166. Bronx—William T. Traud (Principal) P. S. 2; Eleanor Ford, 10. Brooklyn—Mary B. Crowley, P. S. 9; Cecilia A. Gardiner, 3; Isabella Bertrand, 35.

Panics Averted.

The presence of mind of the principals and janitors of two New York City schools prevented what might have been serious panics.

A six-story tenement house at No. 26 Norfolk Street, recently caught fire, an hour's work on the part of the firemen being required to extinguish it. When the fire was discovered a tenant rushed across the street to the fire box on the wall of Public School No. 75, with the intention of turning in an alarm. Janitor Philip Windecker, who was on hand, knowing the danger of a panic in the school, directed the man to the next fire-box. Principal Frederick Bergane saw the fire from a window and immediately ordered the shades pulled down thruout the school. The routine work was carried on as usual without the 1,500 pupils' suspecting what was going on in the street below.

Principal John F. Roberts, of Public

School No. 62, Norfolk and Hester Streets, adopted similar methods with his 3,500 pupils. The janitor of this building had to close the school gates in the faces of a dozen anxious mothers who had come to see whether their children were safe.

Children to be Cataloged.

The fact that the present school census, which is being taken with such difficulty, will in the course of a half year become practically useless for reference thru the constant moving of families from one part of the city to another, has led to discussion of plans for keeping track of every child of school age in the city. Associate City Superintendent Shallow has suggested that a card catalog system be employed to record the movements of the school population.

By requiring property owners to report all school children living on their property, this card system could be kept constantly up to date, and would be invaluable in determining where new buildings are most needed and other questions of the kind with which the Board of Education is constantly confronted.

Women's Salaries.

The battle-cry of the Interborough Women Teachers' Association of New York, has not met with a very hearty echo from the Schoolmaster's Club. At a Club dinner recently held at the Hotel St. Denis, the prevailing sentiment of those at least who expressed themselves, was hostile to an equalization of salaries. The reason advanced for taking this stand was that the women were not seeking equal pay for equal work, but equal pay for the same positions.

The evening, however, was not spent in opposing the Association in its efforts to improve the condition of the women teaching in our public schools. Mr. Alfred Mosely was present and spoke of the impression made upon him by American schools and American educators.

Principal Conroy, of Public School No. 179, expressed the hope that an "American Mosely" would arise to lead our educators over sea to examine foreign school systems.

Maxwell Tests.

The "Maxwell tests" for the mid-year graduation from the high schools of New York City will be conducted on the following schedule.

January 14, 9 A. M. to 12 M., English; 1 P. M. to 3 P. M., elementary Latin; 3 P. M. to 4:40 P. M., physiology.

January 15, 9 A. M. to 10:30 A. M., algebra; 10:40 A. M. to 12:10 P. M., botany; 1 P. M. to 2:30 P. M., elementary German; 2:40 P. M. to 3:40 P. M., intermediate German; 3:50 P. M. to 5:20 P. M., advanced German.

January 16, 9 A. M. to 10:30 A. M., geometry; 10:40 A. M. to 12:10 P. M., drawing; 1 P. M. to 2:30 P. M., elementary French; 2:40 P. M. to 3:40 P. M., intermediate French; 3:50 to 5:20 P. M., advanced French.

January 17, 9 A. M. to 10:30 A. M., physics; 10:40 A. M. to 12:10 P. M., chemistry; 1 P. M. to 2:30 P. M., intermediate Latin; 2:40 P. M. to 4:10 P. M., advanced Latin and economics.

January 18, 9 A. M. to 12 M., advanced mathematics; 9 A. M. to 10:30 A. M., elementary Greek and elementary Spanish; 10:40 A. M. to 12:10 P. M., advanced Greek and advanced Spanish; 1 P. M. to 3 P. M., medieval and modern history; history and civics; 3:10 P. M. to 4:40 P. M., zoology and physiology.

The New York State Examinations Board has been unable to get its affairs in hand sufficiently to give the January examinations, but hope by June to be able to take charge of the examinations to be held at that time.

Salaries of Teachers-in-Charge.

The by-laws of the Board of Education of New York City provide that teachers not holding a principal's license may be appointed as teachers-in-charge of schools of less than twelve classes. In a number of instances schools have grown beyond this limit and the teachers-in-charge have been supported by the courts in their claim for the rank and pay of principals.

Women who have taken the steps necessary to become eligible for the position of principal are naturally indignant at having these positions filled by those who have not gained the right to promotion.

Chairman Abraham Stern and his associates of the Committee on Elementary schools to which complaint was made, seem to regard the stand taken by the women on the eligible list as perfectly justifiable.

School for Crippled Children.

The officials who have recently made an investigation of the School for Crippled children, which some time ago came under the control of the Board of Education, were highly gratified by the work being done.

The school comprises the grades from 1 A to 4 A. Miss Evelyn Goldsmith, who was formerly connected with the kindergartens in the public schools of New York City, is the principal.

The Directors of the school provide for the transportation of the pupils, and supply a hot lunch and the services of a trained nurse.

Classes for Defectives.

The following by-laws have been adopted by the Board of Education of New York City, relative to the government of its new established department for the education of defective children.

"The principal of each school shall report to the inspector of ungraded classes the name of every child reported as mentally defective by a teacher, by the director of physical training, or by a physician of the Department of Health. The inspector of ungraded classes, assisted by a member of the physical training staff, who shall be a physician, shall examine each and every child proposed for admission to or removal from an ungraded class. The inspector of ungraded classes shall make such examination of the child's mental power as will indicate the kind of school work best suited to his needs. The said member of the physical training staff shall make such physical and mental examination of the child presented as will show the child's condition with regard to specific disease or defect; he shall examine each child in an ungraded class as often as may be required by the city superintendent, and shall immediately report to him the results of such examinations.

"No child shall be admitted to or removed from an ungraded class without the approval in writing of the inspector of ungraded class or the permission of the Board of Superintendents."

This department has been formed from nearly a half hundred classes for such children, which have been organized and carried on successfully for the past few years. The first step toward this organization was taken last year, when Miss Elizabeth Farrell was appointed inspector of these ungraded classes. The number of children who need special instruction is variously estimated from six thousand to twelve thousand.

By-laws were also passed to provide opportunities for the teachers connected with these classes to obtain leave of absence in order to attend schools offering training in this special line of work.

The Thomas Hunter Association

OF GRAMMAR SCHOOL 35, AT ITS TENTH ANNUAL REUNION, TO MRS. ANDREW J. WHITESIDE AND HER SONS AND DAUGHTERS.

This reunion is the first we have ever held without Mr. Whiteside. As a boy, he attended Grammar School 35. As a man, he taught there for some years. Some of us were his schoolmates; many of us his pupils; all of us have been his friends for many years.

We cannot assemble this evening, as is our custom each November, without feeling that we share in your bereavement. Every one of our meetings, whether of the Executive Committee or of the general body, has been benefited by his generous co-operation and comradeship. Every one of us remembers him as the warmest in welcome. At every encounter, his was the swiftest memory to overleap the years in unflinching affectionate recognition. He was the one man of us all to be hailed most heartily. No reunion would have been complete without him. No feast ever ended without a special cheer for him.

This, our first meeting since he left us, affords each of us the opportunity and the privilege, at a moment when he seems especially near to us, to unite in sending you this message of friendship which endeavors to express our love of him, our sense of loss, our heartfelt sympathy with each of you.

The sublime consolations and assurances of your faith have been fitly spoken to you and have brought peace to your stricken hearts; and now, as men of his working world, may we venture, with full hearts, to send into your quiet and shadowed home our testimony to his greatheartedness and worth.

Thousands walking the city's crowded ways, and devoting themselves to its activities, are better men and women, better workers and doers and patriots, because he lived among them, taught them, and wrought upon them at their most plastic and impressionable age. They form the true and living monument of Andrew Whiteside.

The old Scandinavian warriors rose at their feasts and drank "Hail!" to their comrades whose unconquered souls had leaped from their bodies on the battlefield to sit at table with the high gods. So we, gathered again because of loyalty to the traditions of his and our old School, find it a great and solemn pleasure to recall him as he sat among us—best comrade, best loved, best lover of us all.

To-night, his comrades-in-arms resting for a little space from the battle of life—a company whose ranks shall close up ever and again as the years pass, but which can receive no reinforcement—we sing the old songs and tell our stories of the dear old days. To-night his great and genial spirit is above and among us, lord of the feast of our hearts. By the morning we shall have scattered again, each to his place in camp and field, but, before we part, we send to the door of his home this cluster of names, a wreath not of funeral flowers but of Memory's unfading green, not for his grave, but to hang on the walls that shelter his loved ones. May it speak of life and not of death, and testify in his house and before his children of his great heart, his magnanimous and gallant spirit, his manly character, his spotless, laborious, nobly beneficent life.

THOMAS HUNTER, Honorary Member.
LEWIS SAYRE BURCHARD, President.
JAMES MCGREGOR SMITH, Vice-Pres.
FRED. R. FORTMEYER, Secretary.
CHARLES D. GRAHAM, Treasurer.
DEWITT J. SELIGMAN, Historian.
EUGENE H. CONKLIN, Chairman Executive Committee, and all the members of the Executive Committee and nearly two hundred members of the Association.

Here and There.

Under the auspices of the Women Teachers' Association of Buffalo, Dr. Edward Howard Griggs is delivering a series of lectures on "The Divine Comedy of Dante." Dr. Griggs' subject for November 27 was "The Inferno"; for December 4, "The Purgatorio"; for December 11, "Two Types of Paradise"; and for December 18, "The Paradiso and the Beatific Vision."

The Teachers' Institute of Lancaster County, Pa., not long since closed one of the most successful meetings in its history. Many questions of importance to the educational future of the State were discussed. Among these the following subjects received special attention: The extent to which child-labor exists throughout the State; the justice of teachers' pensions; the importance of extending the benefits of the township high school to all the high schools in the State; the need of a State Inspector of High Schools to secure more uniform and efficient work in these schools. The last point they determined to bring before the Lancaster County members of the Legislature for the purpose of securing support for a law establishing such an office.

The recent amendment to the by-laws of the New York City Board of Education, making the average attendance in November the basis for the apportionment of school supplies is justly resented by many of the principals. They claim that, while the average attendance at the schools may be from twelve to fifteen per cent. below the registration, there must be sufficient supplies on hand to care for all the pupils when they do attend.

Apportionment is made on a two dollar and twenty cent per capita basis for grammar schools, and one dollar for primary schools, a reduction, therefore, of from twelve to fifteen per cent. would considerably restrict the principal in securing supplies.

A number of the principals desire to have the Board reconsider the matter, and to secure either a return to the former method or an increased per capita allowance sufficient to make up the amount to its former proportions.

William A. Stecher, who has come from Indianapolis, Ind., to take charge of the new course in physical culture to be started in Philadelphia, will conduct a series of competitive examinations, during December, to secure assistants. The Board of Education has created ten of these positions with an annual salary of \$1,000 each.

At its recent meeting the Central Ohio Teachers' Association elected the following officers:

President, W. H. Meck; Dayton; Vice-presidents, Elizabeth O'Grady, Lancaster, and Frances Odlin, Greenville; Secretary, Mrs. A. C. Dickerman, Delaware, and members of the Executive Committee H. R. McVay, Sidney; U. S. Brant, Columbus, and J. D. Simpkins, Newark.

The speakers for the final session were:

The editor of a New York medical journal says: Antikamnia tablets have been used with very favorable results in headache, neuralgia, influenza, and various nerve disorders. No family should be without a few tablets of this wonderful pain reliever. Two tablets for an adult is the proper dose. They can be obtained in any quantity from your family drug store.

Dr. N. C. Shaeffer, of Pennsylvania, President of the National Educational Association, and Dr. Edwin Hughes, President of Depauw University.

Not long ago Mrs. Russell Sage gave \$50,000 towards the erection of a new high school building at Sag Harbor, L. I. The local Board of Education found that \$2,200 more would be necessary to procure a suitable site for the proposed building, and wrote to Mrs. Sage to inquire if that sum might be taken from her gift. Her reply was a check for the amount needed.

A German society which has recently been organized to embrace all German societies in Lackawanna County, Pa., recently requested the Board of Education to enforce the law which requires that calisthenics be a part of the daily curriculum. The law was passed in 1903, and fixes the penalty for its violation the withholding of the State appropriation. The Society indicated its earnestness in the matter by attaching a copy of this law to the request. The Board also received a request presented thru Otto J. Robinson for a night school for Polish-speaking residents. The question was referred to Mr. Robinson with power to act.

Grafters.

The "genus grafter" was the subject of an address by Dr. Frederick A. Cleveland, of the New York University School of Commerce at a dinner of the Schoolmen of New York City at the Hotel St. Denis, on November 24.

Dr. Cleveland, after discussing the conditions most favorable to "graft," urged publicity as the most effective method of rooting it out. Associate Superintendent Edson concurred in this opinion.

Dr. J. P. Haney advocated travel for teachers as a means of acquiring breadth of view, and suggested that teachers, after getting their names upon the principals' eligible list should spend a year traveling.

In Montclair.

At a recent meeting of the Board of Education of Montclair, N. J., a member of the Committee on New Buildings announced that plans which are now being prepared for a new school building for Upper Montclair would be ready by the next meeting of the Board.

Superintendent Spaulding reported that there were 3,105 pupils in the day schools with an average attendance of 2,649.

Miss Washburn, principal of the evening schools, submitted her report, showing that there were ninety pupils enrolled at Maple Avenue, sixty-one at Chestnut Street, and ninety-four at the High School.

The following appointments were made: Miss Grace English, secretary to Miss Eldridge, supervisor of primary work; Miss Bessie Weathersby, a teacher in the Maple Avenue School; and Miss Ethel R. Walker as a substitute teacher.

Technical Schools for Canada.

At a dinner recently given in Montreal by the Canadian Manufacturers Association to their retiring president, Mr. Ballantyne, Premier Gouin, of Quebec, responded to the toast, "Provincial Legislatures." After paying a glowing tribute to Mr. Ballantyne, Mr. Gouin said that he had noticed with pleasure the interest which the Association took in mechanical schools. He went on to speak of the

need of establishing such schools throughout the dominion.

"I acknowledge, we all acknowledge, the necessity of the immediate development of such schools in our province and the whole country."

After speaking of the remarkable development of these schools in Germany and Belgium he gave the following figures as indicative of the effects of this branch of education.

"During the last fifteen years," he continued, "British exports have increased twenty-six per cent. and those of France twenty-seven per cent., while those of Belgium, the country in which commercial education is exuberant, have mounted to fifty-two per cent., and those of Germany, the country 'par excellence' of education, to seventy-one per cent."

"That is to say, the commercial struggle between the nations, as pacific as it may be, is really as important as that fought on the fields of battle. Indeed, it may be asserted that in this, as in all cases, victory belongs to the one which best arms itself for the fight, or, in reality, to the most educated. As Jules Simon said: 'The people who have the best schools are the first among peoples: if they are not so already, they will become so before long.'"

In referring to an action which the Association had taken in the hope of promoting this branch of education, Mr. Gouin said: "You have asked us, gentlemen, you have asked the Government of the Province of Quebec and the Governments of all the Provinces of the Dominion to create and multiply technical schools in our country. I am happy to tell you that the Government of Quebec is prepared to do its large share in this national work. Let me in return ask for your co-operation."

Discussion of Salaries.

The mere fact that the subject of teachers' salaries is being constantly discussed indicates a growing realization of the utter inadequacy of the compensation at present paid to the profession. This was the principal topic of discussion at a meeting of the Optima Club held in Brooklyn on November 17.

President Lyman A. Best, of the Brooklyn Teachers Association, District Superintendent Grace Strachan, Mrs. Silas B. Leveridge, Miss Ellen T. O'Brien, and Miss Emily Lichtenstein, all expressed themselves as deeply interested in the subject, and strongly in favor of any method for securing proper recognition for the services of teachers.

Mr. Best showed his sympathy for the fight which the Interborough Women Teachers' Association is making for equal pay for equal work, when he stated that a position should carry certain salary whether filled by a man or woman. Mr. Best's long experience enabled him to draw some interesting comparisons between the work of men and women in the schools, and the women certainly did not suffer in the process.

Economy

Is a strong point with Hood's Sarsaparilla. A bottle lasts longer and does more good than any other. It is the only medicine of which can truly be said 100 DOSES ONE DOLLAR

"Tit Bits."

Susie had tried the teacher's patience sorely, and when the latter looked up and saw the little girl eating toffee, with her feet sprawling into the aisle, she said:

"Susie Ambler, take that toffee out of your mouth and put your feet in!"

A Parish minister met some time ago a prominent member of his congregation a publican by trade, who, while engaged in the cellar of his shop a day or two previously, had accidentally become immersed in a barrel of liquor, wherefrom, owing to his extreme corpulence, he was rescued with difficulty, and commenced to condole with him on his unfortunate experience.

"You must have felt very uncomfortable indeed in such a painful situation," observed the cleric.

"Och! no," was the cheery reply, "I wis in the verra best o' speerits."

An Irishman looking for work took his stand in a group at the gate of a large engineering establishment. By-and-bye the foreman came up to the gate and asked:

"Are there any drillers, here?"

"Yes," said Pat, stepping forward.

He got the job at once, but he had not been working long at the machine when it broke down. The foreman, in anything but a pleasant mood, then inquired:

"Where, man, did you learn drilling?"

"In the Militia," was Pat's reply.

The Ostrich's Mistake.

A trained ostrich recently disconcerted its exhibitor at a music-hall by continually endeavoring to break away from all restraint and to climb over the footlights into the orchestra.

The widely-advertised act came to a sudden end, and the professor emerged from behind the curtain and apologized for the actions of his pet in about these words:

"Ladies and gentlemen,—Hi ham very sorry to disappoint you this hevening. We are compelled to cease our hengagement until the management hengages a new horchestra leader.

"The one at present hemployed 'ere 'as no 'air on top of 'is 'ead, and my bird takes it for a hegg."

Willie's Question.

Little Willie's sister was being baptized. Everything went well until Willie happened to catch a glimpse of the water in the font, when he began peering about anxiously, and finally exclaimed in a piping voice, audible to the whole congregation: "Where's the soap?"

—December Lippincott's.

A Strange Dearth of Boys.

[From the London Mail.]

The village of Toppesfield, which has a population of five hundred and seventy, has during the last ten years become noted on account of the small percentage of boys born there. While there are now ninety-three girls attending the parish schools the boys number only eleven. Last year only two boys were born in the village. The medical officer for the district has no explanation to give, but the idea prevails in the district that the local water supply is in some way accountable. The parish is a purely agricultural one, and there are misgivings as to the future supply of labor for the farms. In consequence of the great preponderance of girls in the village school the Essex Education Committee is contemplating the substitution of a schoolmistress for the present schoolmaster.

Dustless Schoolroom Floors

When it is considered that circulating dust carries and spreads diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and many others, the value of a floor dressing which will preclude circulation of dust in schoolrooms will be appreciated.

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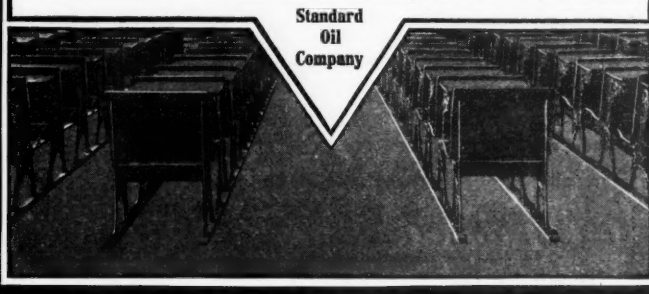


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Worthy Charities.

The Bowery Mission Bread Line is a worthy charitable enterprise. It is now in its fourth year. Every morning, at one o'clock, during the winter months, one thousand homeless and destitute men and boys are provided with a breakfast of hot coffee and rolls. The "line" again form at Thanksgiving, midnight, and will continue to Easter morning, 1907. Last year 144,000 were assisted. The directors of the Bowery Mission have appointed Mr. John C. Earl, of 222 Bible House, New York City, as financial secretary, succeeding Dr. Simon Trenwith, lately deceased.

A grand concert, euehre, and Christmas dance will be given Monday evening, December 17, at the Waldorf-Astoria, for the benefit of St. John's Long Island City hospital. There will be handsome prizes for non-players as well as for the players. Many school people are interested, among them Prin. John D. Melville, Miss Monica Ryan (principal No. 83, Long Island City), and Miss Elizabeth C. O'Rourke (principal No. 32, Manhattan). Prin. Henry J. Heidenis, of Manhattan, is general manager of the euehre. Prin. John F. Quigley, of Long Island City, is chairman of the box committee.

Tickets for the euehre can be secured at the hospital, or at the Waldorf-Astoria; also of Francis J. Hogan, 271 Broadway, or George C. Field, University Publishing Company, 27-29 West Twenty-third Street.

A Little Mixed.

The following is an interesting extract from a recent circular: "Church Missionary Society, Medical Mission, Yedz, Persia. . . The hospitals are now, thanks to God's blessing on our work, so crowded as to be very unsanitary, and the Women's Hospital is totally unsuitable for its purpose."

Worst Case of Eczema.

SPREAD RAPIDLY OVER BODY—LIMBS AND ARMS HAD TO BE BANDAGED—MARVELOUS CURE BY CUTICURA.

"My son, who is now twenty-two years of age, when he was four months old began to have eczema on his face, spreading quite rapidly until he was nearly covered. We had all the doctors around us, and some from larger places, but no one helped him a particle. The eczema was something terrible, and the doctors said it was the worst case they ever saw. At times his whole body and face were covered, all but his feet. I had to bandage his limbs and arms; his scalp was just dreadful. A friend teased me to try Cuticura, and I began to use all three of the Cuticura Remedies. He was better in two months, and in six months he was well. Mrs. R. L. Risley, Piermont, N. H., October 24, 1905."

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Our Advice

to use **SAPOLIO**: It is a solid cake of scouring soap, used for cleaning purposes

Cleveland Kindergartners Indignant.

The kindergarten teachers in public schools of Cleveland, Ohio, are very indignant over what they consider an unjust extension of their working hours. Their contracts call for one daily session in the morning, from 8:30 to 11:30. Recently City Superintendent Elson issued an order for an additional afternoon session of two hours.

Miss Elizabeth Watson, who has charge of the girls' and women's work at Alta House, is planning to make a fight for the withdrawal of the order.

"I reluctantly make this fight," she said. "I hate notoriety, but the rank injustice done these girls makes my blood boil. Kindergarten work is the hardest in the curriculum of teaching, and the girls' can't stand the strain."

There are one hundred and sixty teachers in the eighty kindergartens of Cleveland. The assistant kindergarten teachers start at a salary of \$400, which is increased \$50 annually until the maximum of \$800 is reached.

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It's a poor way to sit down to one's table, with the pains of dyspepsia in one's stomach. The meal is not enjoyed and may not be retained. There is a cure for dyspepsia—and we use the word *cure* in the strict sense—in Hood's Sarsaparilla.

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Chopping Him Off.

MR. COOPAH (passionately): "Miss Smoot, when I am in yo' hilarious vicinity I feels so influential and delusive dat I can't explain de altitude of muh cohesiveness! Miss Smoot—Gladys!—I—I!"

MISS SMOOT (coldly): "Dat's all right, Mistah Coopah! O' cou'se I likes a gen'lman to be cawdial, and all dat, but don't jump up in muh lap, sah; dess please don't jump up in muh lap!"—*Woman's Home Companion.*

The Dictionary Habit.

The publishers of "Webster's International Dictionary" have just issued a handsome thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent gratis, to any one who addresses the firm, G. & C. Merriam Company, Springfield, Mass.

The "American Boy."

Judge Shute, Edward Stratemeyer, Everett T. Tomlinson, and Horatio Alger, Jr., occupy prominent positions in the November *American Boy* with their stirring serials. Scarcely secondary to these are the short stories. There is enough of adventure and humor to please boys, and those who are serious minded will find some things to keep them busy in more than fifty items devoted to school, travel, biography, electricity, mechanics, amateur journalism, and other boy hobbies. The color cover is appropriate to the Thanksgiving season. \$1.00 a year. The Sprague Publishing Co., Detroit, Mich.

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